DISCOVER

Multidisciplinary

2023

Primary 3

First Term

Content

Theme 1: Who am I?

Living Healthy

Chapter 1 "Making a Stronger Me"

Lesson 1: 14
Lesson 2: 18
Lesson 3: 24
Lesson 4: 26
Lesson 5: 30
Lesson 6: 36
Lesson 7: 41
Lesson 8: 42
Lesson 9: 45
Lesson 10: "Project" 46

Chapter 2 "Making a Healthy Body"

Lesson 1: 52
Lesson 2: 56
Lesson 3: 60
Lesson 4: 65
Lesson 5: 70
Lesson 6: 76
Lesson 7: 81
Lesson 8: 83
Lessons 9&10 "Project": 86

Chapter 3 "Get Fit with Healthy Eating"

Lesson 1: 92
Lesson 2: 95
Lesson 3: 98
Lesson 4: 103
Lesson 5: 108
Lesson 6: 114
Lesson 7: 119
Lesson 8: 124
Lesson 9: 128
Lesson 10 "Project": 132

Theme 2: The World Around Me

Taking Care of Our World

Chapter 1 "When Habitats Change"

Lesson 1: 140
Lesson 2: 144
Lesson 3: 153
Lesson 4: 154
Lesson 5: 163
Lesson 6: 170
Lesson 7: 174
Lesson 8: 178
Lessons 9 & 10: 180
"Project" 182

Chapter 2 "Water , Water Everywhere"

Lesson 1: 188
Lesson 2: 194
Lesson 3: 200
Lesson 4: 205
Lesson 5: 210
Lesson 6: 214
Lesson 7: 218
Lessons 8 & 9: 222
Lesson10 "Project": 224

Chapter 3 "How Can I Help?"

Lesson 1: 230
Lesson 2: 234
Lesson 3: 238
Lesson 4: 244
Lesson 5: 248
Lesson 6: 252
Lesson 7: 254
Lessons 8 & 9: 258
Lesson 10 "Project": 260

Who AM I?

Living Healthy

Chapter 1

Making a Stronger Me

Chapter 2

Making a Healthy Body

Chapter 3

Get Fit With Healthy Eating

Canteen

"Making a Stronger Me"

Chapter Overview

Discover:

- Students explore the concept of life skills. Through active learning experiences, students discover critical thinking strategies they already use.

Learn:

- Students use a scientific investigation to practice life skills as they collect and analyze data.
- Students learn to respond to conflict with empathy and analyze commercials to practice critical thinking skills.

Share:

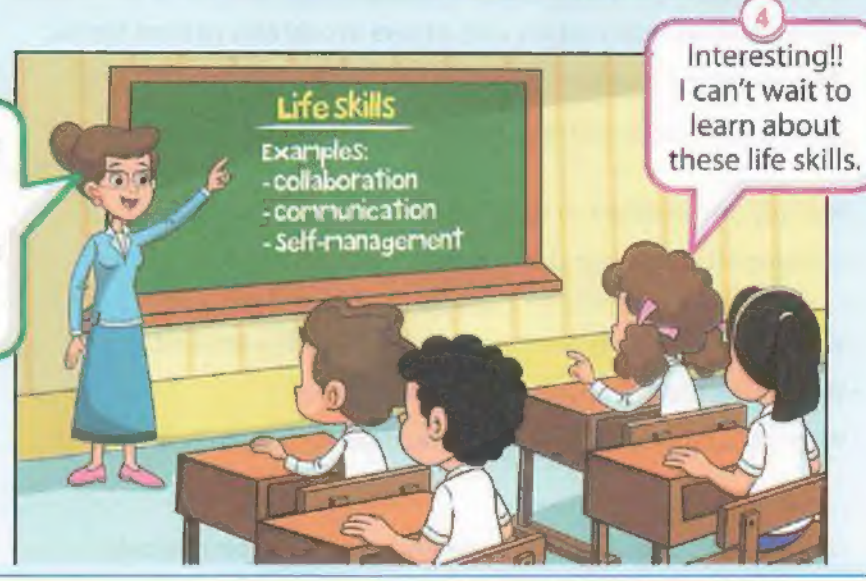
- Students create a resource for using life skills throughout the year and set personal goals for the theme.
- Students work to informally assess their life skills as a class and collaborate to create a class pledge focusing on life skills.

Pacing Guide

Lesson	Instructional Focus	Key vocabulary
Discover	**Students will:**	
1	- Analyze text to determine the meaning of the term "life skills." - Identify specific skills according to prior knowledge. - Self-assess early understanding of life skills.	- Collaboration - Communication - Self-management - Life skills
2	- Share strategies used for critical thinking. - Solve riddles and explain strategies used to solve them.	- Critical thinking - Strategy
Learn	**Students will:**	
3	- Work cooperatively with a group to design a simple investigation. - Collect data that answer a question. - Measure lengths using centimeters.	- Data - Problem solving
4	- Work cooperatively with a group of students. - Communicate information with others in oral and written forms. - Represent and interpret data. - Draw a conclusion using data and explain the evidence used.	- Decision making - Graph
5	- Identify and connect to the characters in a new story. - Develop strategies for dealing with hurtful behavior.	- Empathy
6	- Analyze strategies in commercials used to sell a product. - Determine the effectiveness of a commercial. - Work collaboratively to brainstorm ideas for a radio commercial.	- Advertisement - Bandwagon - Commercial
7	- Use life skills strategies to create and present a commercial. - Actively listen to others as they present. - Assess others' performance with honesty and empathy.	- Peer Assessment - Requirements
Share	**Students will:**	
8	- Review strategies used in life skills. - Set personal goals.	- Compliment
9	- Collaborate to create a class pledge. - Follow an agreed upon process.	- Pledge
10	- Collaborate to complete a class pledge. - Use creativity to show progress as a "stronger me." - Self-assess understanding of life skills.	- Self-assessment

Life Skills

Activity 1 Read, then answer:



Tick (✓):

* Life skills are the .... behaviors that ease the challenges of our life.

negative positive

- **Parents' tips: Activity (1):** Assist your child to read the story, then answer the given question to understand the meaning of "life skills".
- **Aim:** Analyze the text to determine the meaning of the term "Life skills".
- **Subject integration:**
  - **English:** • Identify the meaning of unknown words.
- **Life skills:** Communication - Reading.

Collaboration

Activity 2 **Look, then choose which group will be able to design a sign to welcome others to their classroom:**

Team (A)

1. Listen to each other.
2. Share materials.
3. Work together politely.

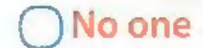
Team (B)

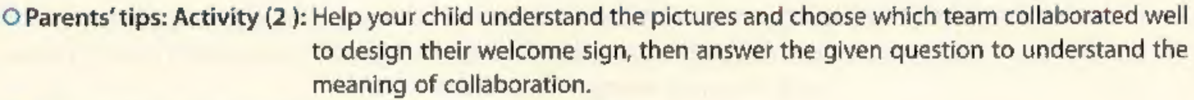
1. Speak loudly and don't listen.
2. Don't share materials.
3. Work individually.

Collaboration:
Is a life skill, of sharing and working with others.

Tick (✓):

* Which team collaborated to design the welcome sign?





- **Parents' tips: Activity (2):** Help your child understand the pictures and choose which team collaborated well to design their welcome sign, then answer the given question to understand the meaning of collaboration.
- **Aim:** Identify specific skills according to prior knowledge.
- **Subject integration:**
  - **English:** • Answer questions.
    • Identify the meaning of unknown words.
  - **Vocational fields:** Work cooperatively with a group of students to accomplish a task.
- **Life skills:** Collaboration - Critical thinking - Empathy - Reading - Non-verbal communication.

Communication

Sally! Do you know that, to "collaborate" in a team we need to communicate with each other?

Yes, and we can communicate in many ways such as: reading, talking, writing, listening, body language and facial expressions.

Activity 3 Complete using the given words to describe the expressions in each picture:

scared - confused - ~~interested in a conversation~~ - have a new idea - excited

....

....

interested in a conversation

Note: We can communicate through "facial expressions".

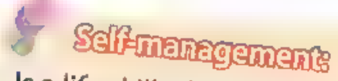
....

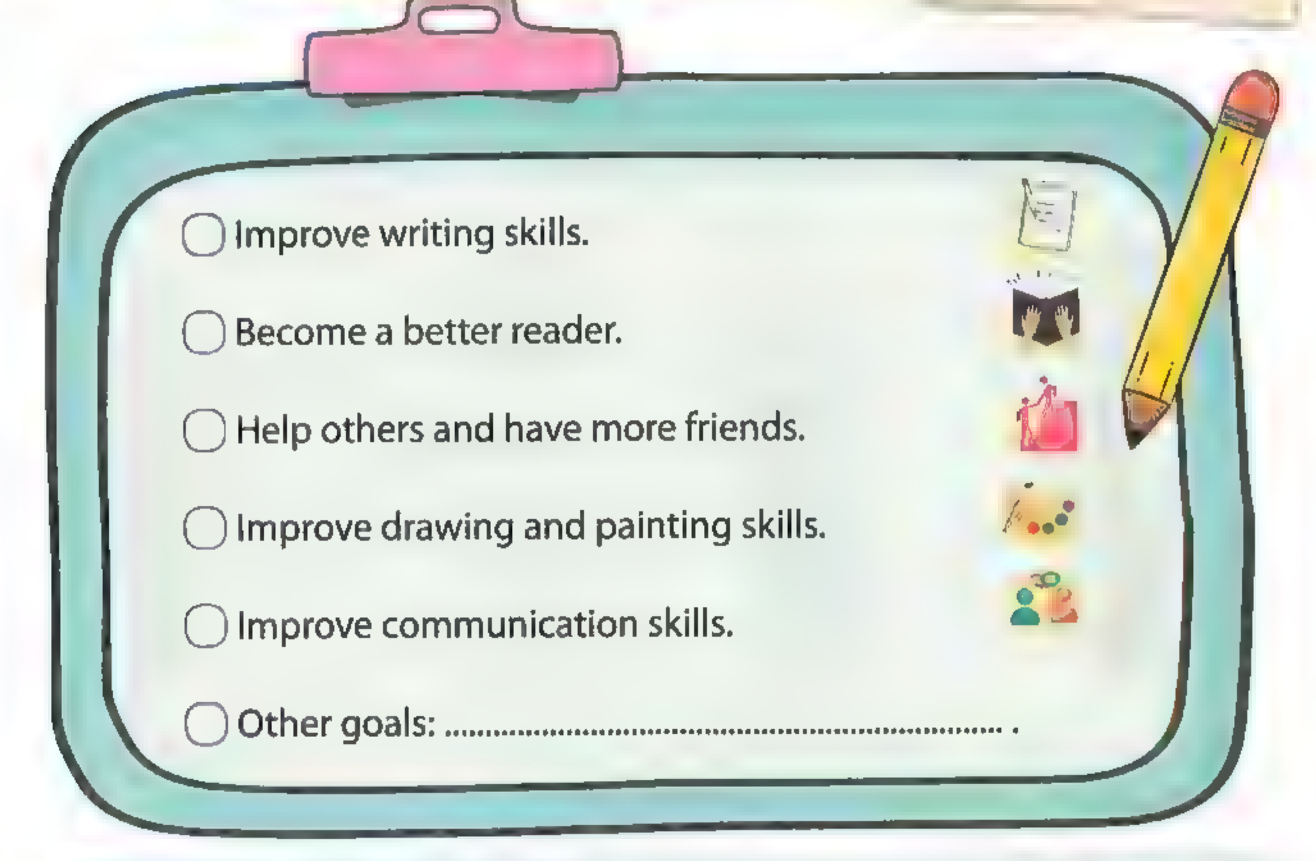
....

- **Parents' tips: Activity(3):** Help your child understand that to collaborate with a group he/she needs to communicate, then let him/her try to describe the expression in each picture using the given words.
- **Aim:** Identify specific skills.
- **Subject integration:**
  - **English:** Identify ways of communication.
  - **Applied sciences:** Identify others' expression of feelings.
- **Life skills:** Communication- Non - verbal communication.

Self-management

Activity 4 **Tick (✓) the goals you need to work on this year:**





- ◯ Improve writing skills.
- ◯ Become a better reader.
- ◯ Help others and have more friends.
- ◯ Improve drawing and painting skills.
- ◯ Improve communication skills.
- ◯ Other goals: ....

Tick (✓):

1. Self-management is a ....

   ◯ writing tool ◯ life skill ◯ game

2. Self-management includes ....

   ◯ setting goals ◯ working on goals ◯ drawing

- **Parents' tips: Activity (4):** Help your child understand the meaning of self-management, then discuss with him/her how he/she can set his/her goals for this year, and let him/her answer the given questions.

  Hint: Encourage your child to set a plan to achieve his/her goals.
- **Aim:** Set clear goals.
- **Subject integration:**
  - **English:** Identify the meaning of unknown words.
  - **Vocational fields:** Set and work on personal goals.
- **Life skills:** Self-management - Reading - Writing.

Using Critical Thinking Skills

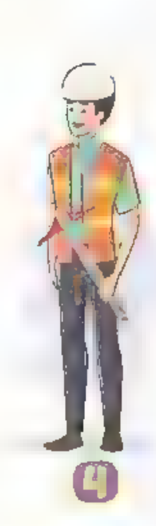
Critical thinking is a life skill which means to think reasonably in different situations to get an answer.

Use critical thinking, read, then answer:

1

2

3


4

A

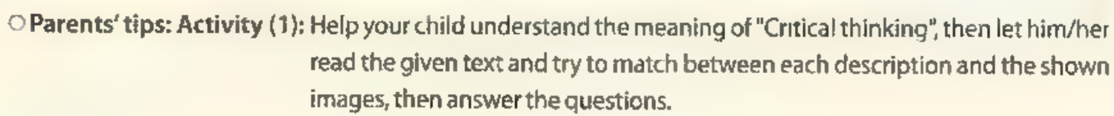
- Hany is tall.
- He has brown hair.
- He is fat.

1. Hany is character number ....
2. He works as a/an ....
3. You think that this is Hany's job because he is wearing ....

B

- Kareem is tall.
- He is thin.
- He has black hair.

1. Kareem is character number ....
2. He works as a/an ....
3. You think that this is Kareem's job because he is wearing ....



- **Parents' tips: Activity (1):** Help your child understand the meaning of "Critical thinking", then let him/her read the given text and try to match between each description and the shown images, then answer the questions.
- **Aim:** Solve riddles.
- **Subject integration:** - **English:** Identify the meaning of unknown words.
  - **Science:** Make an inference using evidence in the text.
- **Life skills:** Critical thinking.

Read the "Strategies of Critical Thinking", then answer:

1 Think about what you already know.

2 Remember what you have studied before.

3 Brainstorm all the possible answers.

4 Check if your answers are reasonable.

Complete using the given words:

Thinking about what you know - brainstorming possible answers - Critical thinking

1 .... is a life skill which means to think reasonably.

2 Thinking about what you know and .... are from the strategies of critical thinking.

- **Parents' tips: Activity (2)** Help your child read and understand the strategies of critical thinking that he/she must follow to help him/her think in a proper way, then let him/her complete using the given words.
- **Aim:** Share strategies used for critical thinking.
- **Subject integration:**
  - **English:** Ask and answer questions about key details in the text.
  - **Science:** Explain the strategies of thinking.
- **Life skills:** Critical thinking - Reading.

Activity 3 Look at the pictures, then tick (✓):

1. This is a picture of a/an ....

☐ ice cream ☐ ant ☐ butterfly wing

- Because it is beautiful and ....

☐ colorful ☐ colorless

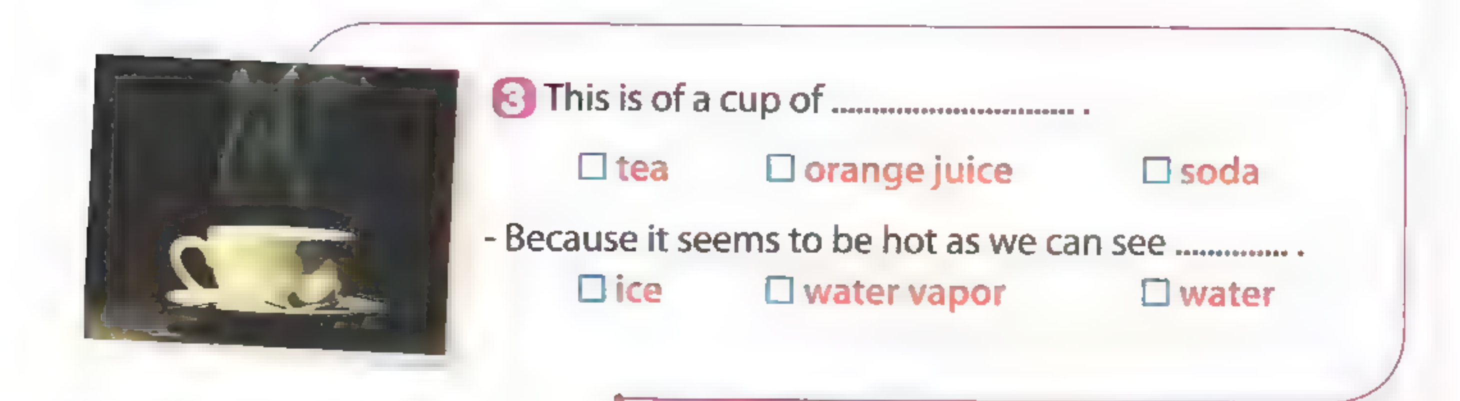
☐ has black color only

2. This is a picture of a/an ....

☐ camel ☐ zebra ☐ bird

- Because its body has .... stripes.

☐ colorful ☐ black and white ☐ no



3. This is of a cup of ....

☐ tea ☐ orange juice ☐ soda

- Because it seems to be hot as we can see ....

☐ ice ☐ water vapor ☐ water

○ **Parents' tips: Activity (3):** Help your child look at the pictures, and use his/her critical thinking skill to be able to answer the questions giving reasons for each choice.

○ **Aim:** Solve riddles.

4 The girl is carrying a .... bag.

☐ heavy ☐ medium ☐ light

- Because she looks ....

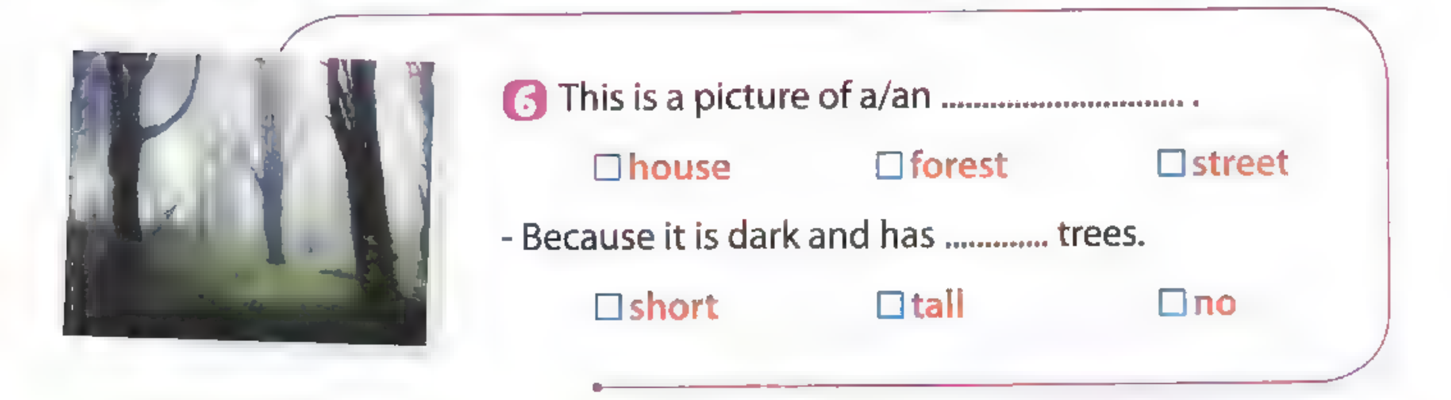
☐ happy ☐ tired ☐ active

5 This is a picture of a/an ....

☐ camel ☐ giraffe ☐ dog

- Because it has a .... neck.

☐ short ☐ long ☐ no



6 This is a picture of a/an ....

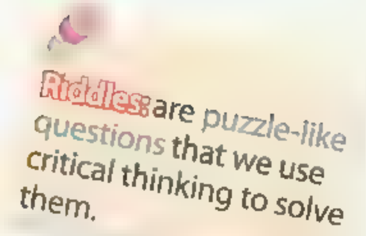
☐ house ☐ forest ☐ street

- Because it is dark and has .... trees.

☐ short ☐ tall ☐ no

- **Subject integration:**
  - **English:** Answer questions about details in a picture.
  - **Science:** Make an inference using evidence in the text.
- **Life skills:** Critical thinking Reading - Non-verbal communication.

Riddles



Answer the following riddles:

- I am a number less than 10.
- When you add me 3 times, I will give you 15.

Tick (✓):

Use Critical thinking

1. This number might be found between ....

   ☐ 1 to 9 ☐ 10 to 15 ☐ 15 to 20

2. If you add it 3 times, it will make the number 15. So, it may be ....

   ☐ 3 + 3 + 3 ☐ 4 + 4 + 4 ☐ 5 + 5 + 5

3. So, the number is ....

   ☐ 3 ☐ 4 ☐ 5

4. The strategy of critical thinking you used to solve this riddle is

   ....

   ☐ read and write

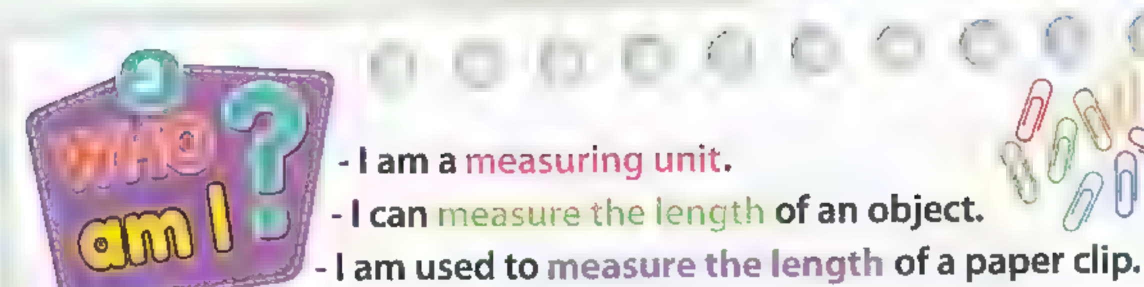
   ☐ look for all the possible answers

   ☐ talk and listen

○ **Parents' tips: Activity (4):** Help your child read the given riddles, then answer the given questions to solve the riddles.

Hint: Help your child understand the meaning of the word "riddles".

○ **Aim:** Solve riddles and explain strategies used to solve them.



- I am a measuring unit.
- I can measure the length of an object.
- I am used to measure the length of a paper clip.

Tick (✓):

1. The length measuring units are .... and..................... .

   ◯ centimeter (cm) ◯ kilogram (kg)

   ◯ meter (m)

2. The unit that is used to measure the length of a paper clip is ....

   ◯ meter (m) ◯ centimeter (cm) ◯ gram (g)

3. The strategy of critical thinking you used to solve this riddle is

   ....

   ◯ remember what you have studied before

   ◯ think about what you know

   ◯ write and speak

- **Subject integration:**
  - **English:** Answer questions to make an inference.
  - **Science:** • Make an inference using evidence in the text.
    • Explain the strategies of thinking.
  - **Math:** Estimate and measure lengths using millimeters, centimeters, and meters.
- **Life skills:** Critical thinking - Reading - Non-verbal communication.

Run and Jump

Note
The key to problem solving is to collect data and organize them.

Read, then answer:

A teacher asked her 20 students about their favorite sports. She found that 6 students like football, 4 students like swimming, 4 students like volleyball, 3 students like basketball, 2 students like tennis, and one student likes rowing.

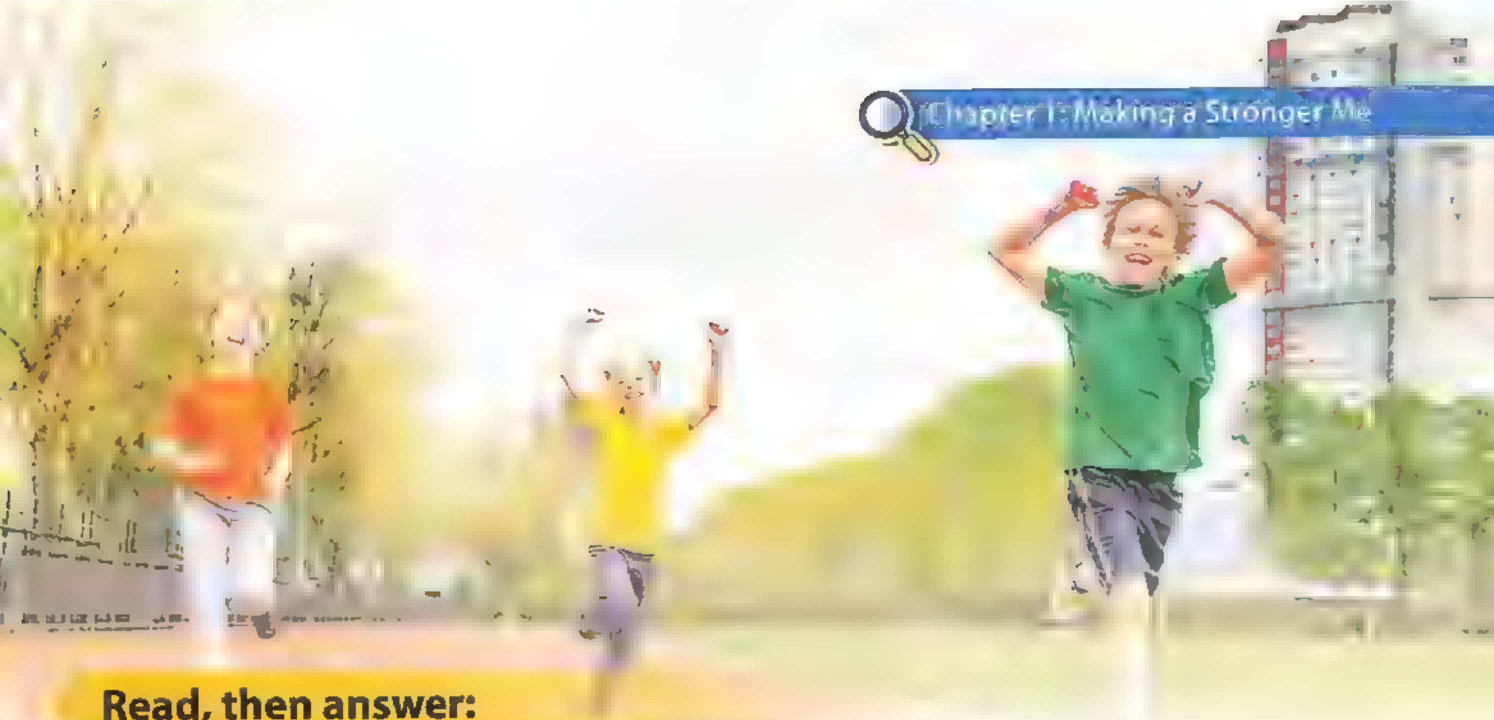
Tick (✓) :

Favorite sport	Number of students		
Football	☐ ///	☑ #### /	☐ ////
Swimming	☐ ////	☐ ///	☐ //
Volleyball	☐ #### /	☐ ####	☐ ////
Basketball	☐ //	☐ ///	☐ ////
Tennis	☐ ///	☐ ////	☐ //
Rowing	☐ /	☐ ///	☐ //

○ **Parents' tips: Activity:** Help your child understand that collecting data helps us in solving problems, then let him/her read the word problem, collect the data given and tick his/her answers in the table.

Hint: This sign(/) means 1, and this (//) means 2, etc,....... this sign is called "tally mark" and we use it for counting.

○ **Aim:** Collect data to answer questions.



Read, then answer:

10 athletes were running in a race for 600 meters. Athlete number (5) finished the race in 2 minutes. Athletes number (1), (7) and (8) finished the race after 3 minutes. Number (2), (3), (6), (9) and (10) finished the race after 4 minutes and finally athlete number (4) reached the finish line after 5 minutes.

Tick (✓):

Time taken	Number of athletes		
0 - 2 minutes	☐ //	☑ /	☐ ///
3 minutes	☐ ///	☐ ////	☐ /
4 minutes	☐ //	☐ ~~////~~	☐ ///
5 minutes	☐ //	☐ ///	☐ /

Answer:

1. Who is the fastest athlete? Why?

   ....

2. Who is the slowest athlete? Why?

   ....

3. When did most of the athletes finish the race?

   ....

- **Subject integration:** - English: Read the text.
  Science: Communicate information with others in written forms.
  - Math: Represent data in tables.
- **Life skills:** Problem solving - Critical thinking - Non-verbal communication.

Presenting Data

There are 4 ways to communicate data

Read and learn how we can communicate collected data:

Note

We can quickly communicate data using "graphs" to notice the similarities and differences between groups.

1 Text:

1 athlete finished the race after 2 minutes.

3 athletes finished after 3 minutes.

5 athletes finished after 4 minutes.

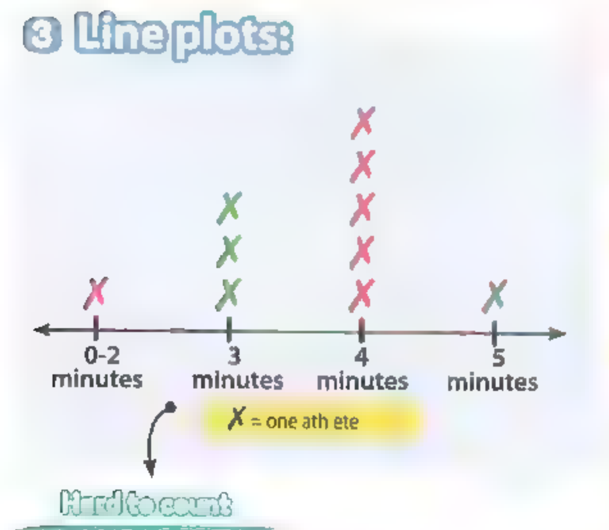
1 athlete finished after 5 minutes.

Hard to compare

2 Grouped dots:

Hard to count

3 Line plots:



Hard to count

4 Bar graph:

Easy to read and compare

Athletes

5
4
3
2
1

0-2 3 4 5

Minutes

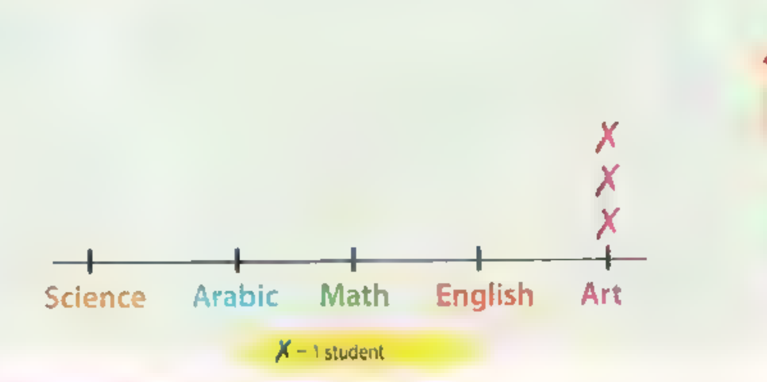
○ **Parents' tips: Activity (1):** Help your child understand that we can communicate the collected data to make them visual using 4 different methods "Text", "Grouped dots" and "Graph", and let him/her know that the "Graph" is the easiest and the best way to communicate data, then answer the questions.

○ **Aim:** - Communicate information with others in written forms.
- Represent and interpret data.

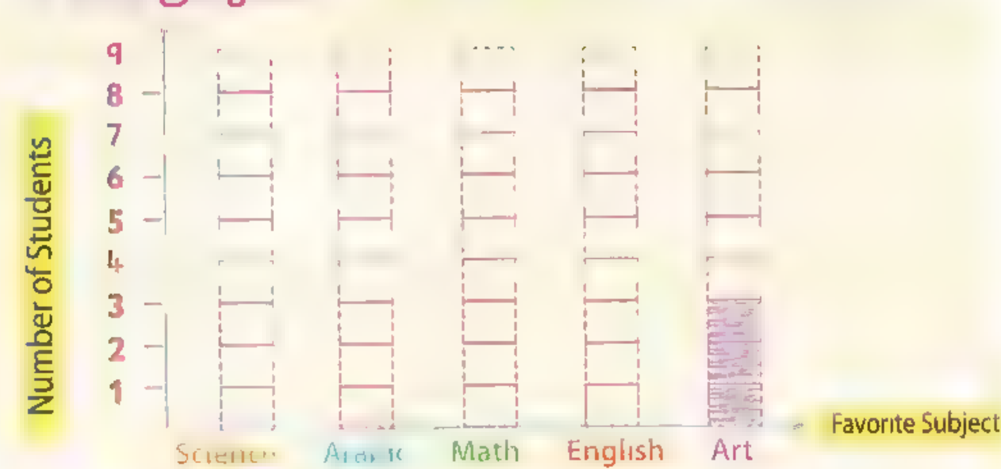
Represent the data in the table using "Line plots" and "Bar graph", then answer the question:

Favorite subject	Science	Arabic	Math	English	Art
Number of students	9	8	5	3	3

❶ Line plots:

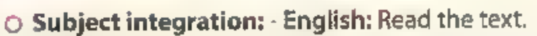


❷ Bar graph:



★In your opinion which way is the easier in communicating data?

◯ Text ◯ Line plots ◯ Bar graph



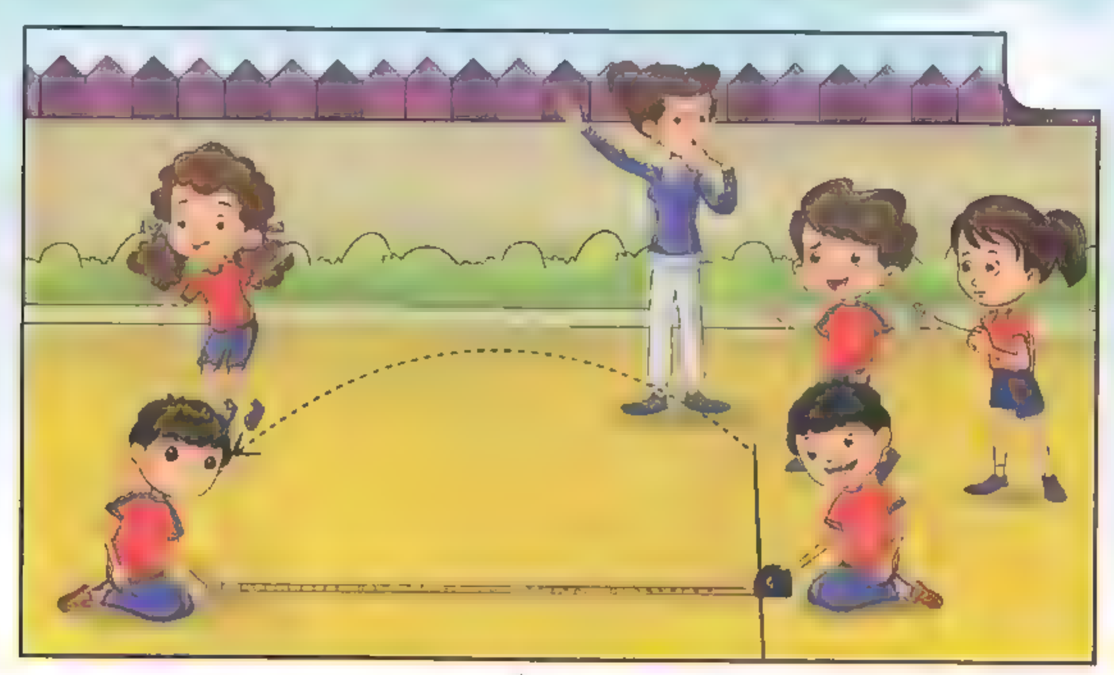
○ **Subject integration:** - **English:** Read the text.
- **Math:** Represent data in tables.

○ **Life skills:** Problem solving - Critical thinking - Non-verbal communication.

How Far Can We Jump?

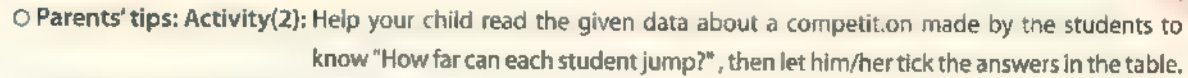
Activity 2 **Read, then tick (✓) :**

There are 15 students in Sally and Ramy's class. They were competing "Who will jump the longest distance?" and the results were as follows:



- 1 student jumped a distance of 40 cm.
- 3 students jumped a distance of 70 cm.
- 6 students jumped a distance of 90 cm.
- 3 students jumped a distance of 130 cm.
- [illegible] jumped a distance of [illegible] cm.

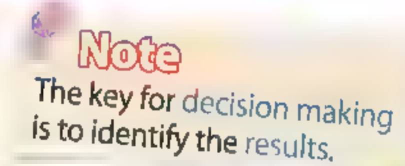
Distance jumped	Number of students		
0 - 40	☐ /	☐ //	☐ ///
41 - 80	☐ //	☑ ///	☐ ////
81 - 120	☐ 𝍸 /	☐ ////	☐ ///
121 - 160	☐ 𝍸	☐ 𝍸 ///	☐ ///
[illegible]	[illegible]	☐ 𝍸	☐ //

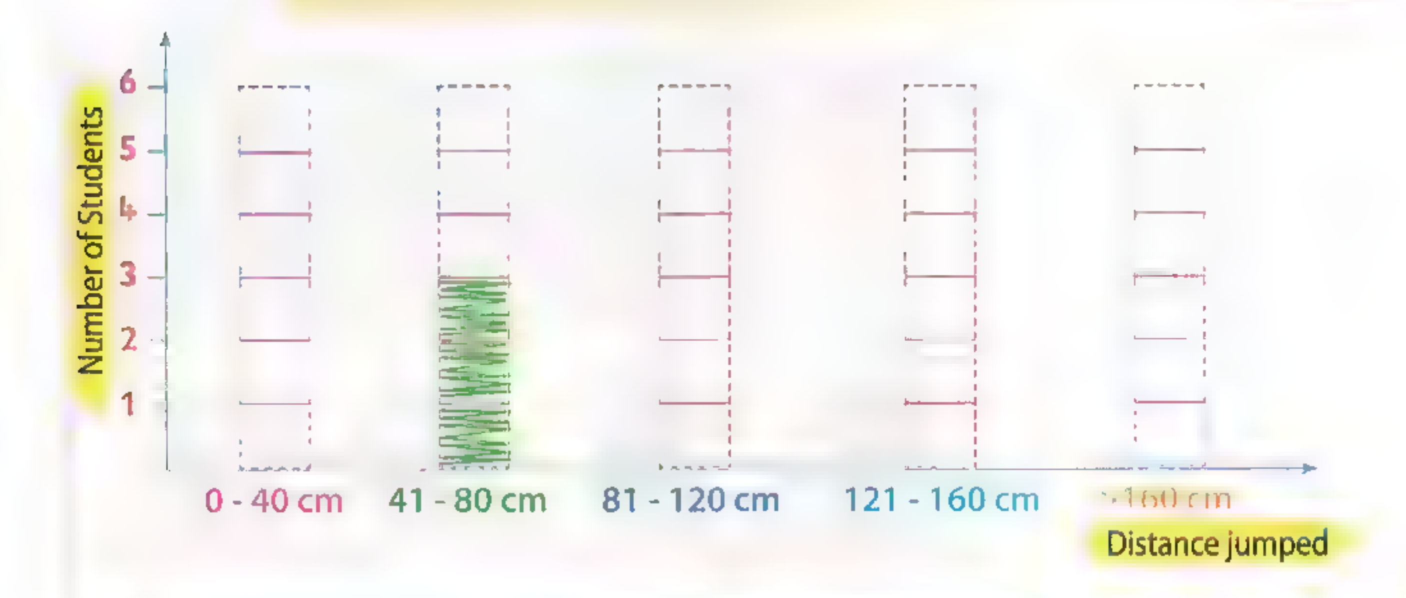


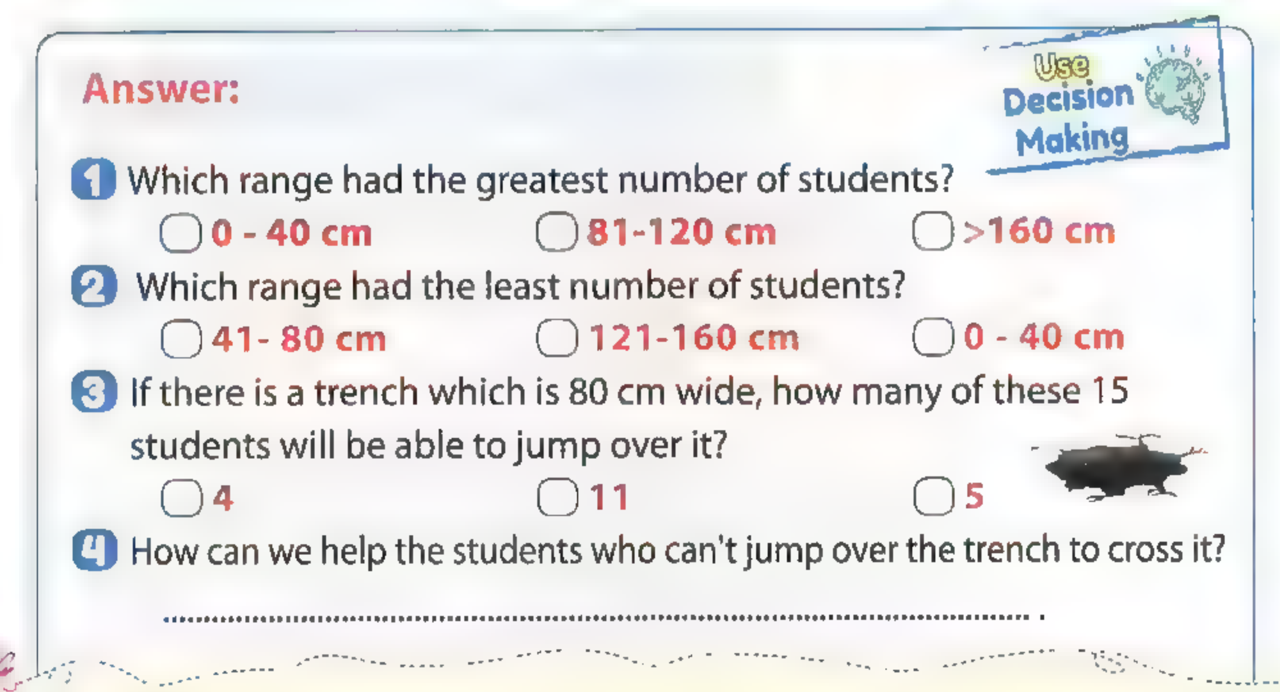
- **Parents' tips: Activity(2):** Help your child read the given data about a competition made by the students to know "How far can each student jump?", then let him/her tick the answers in the table.
- **Aim:** - Measure lengths using centimeters. • Collect data.
- **Subject integration:**
  - **Math:** Estimate and measure lengths using centimeters.
  - **Science:** Design simple investigations to produce data that answer a question.
- **Life Skills:** Problem solving - Collaboration - Decision making.

Graphing "How Far Can We Jump?"

Activity 3 **Using the data table from the previous activity, complete the following graph, then answer:**







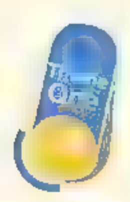
Answer:

Use Decision Making

1. Which range had the greatest number of students?
   ◯ 0 - 40 cm ◯ 81-120 cm ◯ >160 cm
2. Which range had the least number of students?
   ◯ 41- 80 cm ◯ 121-160 cm ◯ 0 - 40 cm
3. If there is a trench which is 80 cm wide, how many of these 15 students will be able to jump over it?
   ◯ 4 ◯ 11 ◯ 5
4. How can we help the students who can't jump over the trench to cross it?

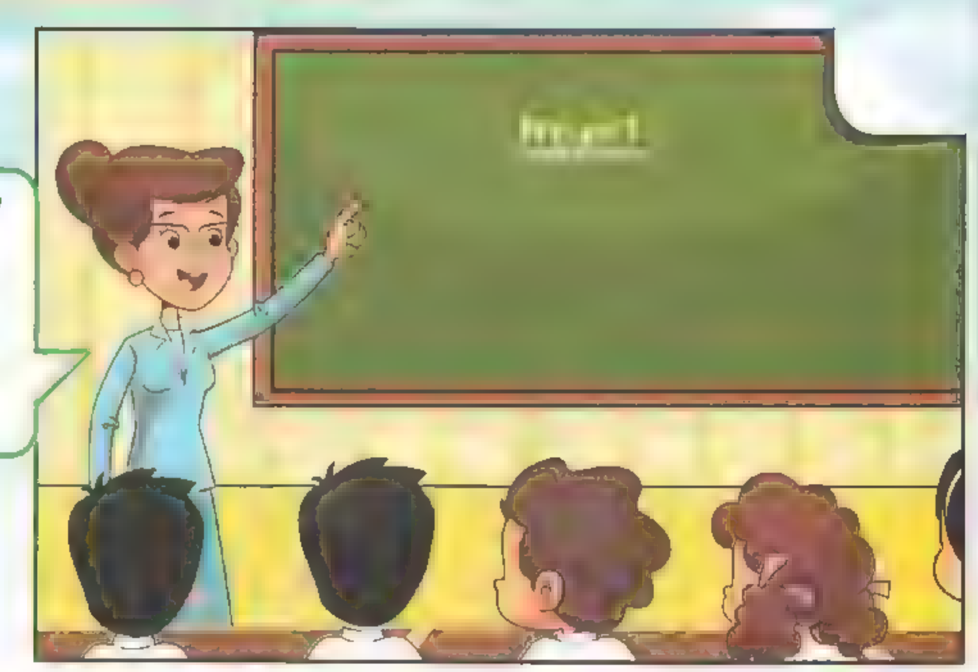
   ....

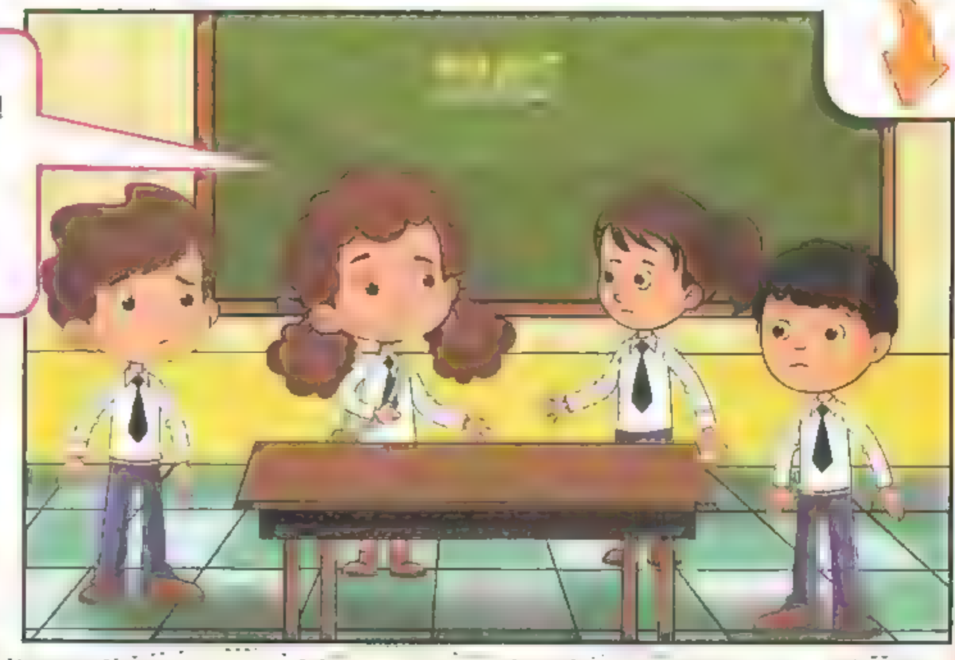
- **Parents' tips: Activity(3):** Help your child use the data table from the previous activity, to complete the graph, then answer the given questions.
- **Aim:** - Work cooperatively with a group of students.
  - Represent and interpret data.
- **Subject integration:** - **Math:** Represent data using graph.
  - **Science:** • Communicate information with others in written forms.
    • Make a decision based on results.
- **Life Skills:** Decision-making - Critical thinking - Non-verbal communication.



Asking for Help

Read, then answer:





- **Parents' tips: Activity (1):** Help your child read the story, then answer the given questions and think whether Sally is collaborative with her friends or not.
- **Aim:** Identify and connect to the characters in a new story.

Tick (✓):

1. What is your opinion about the behavior of Sally towards Ramy and the other students?
   ◯ Kind ◯ Hurtful
2. Do you think that Sally collaborated well in this story?
   ◯ Yes ◯ No
3. In your opinion what should Ramy do to solve this problem?
   ◯ Ask for help ◯ Shout

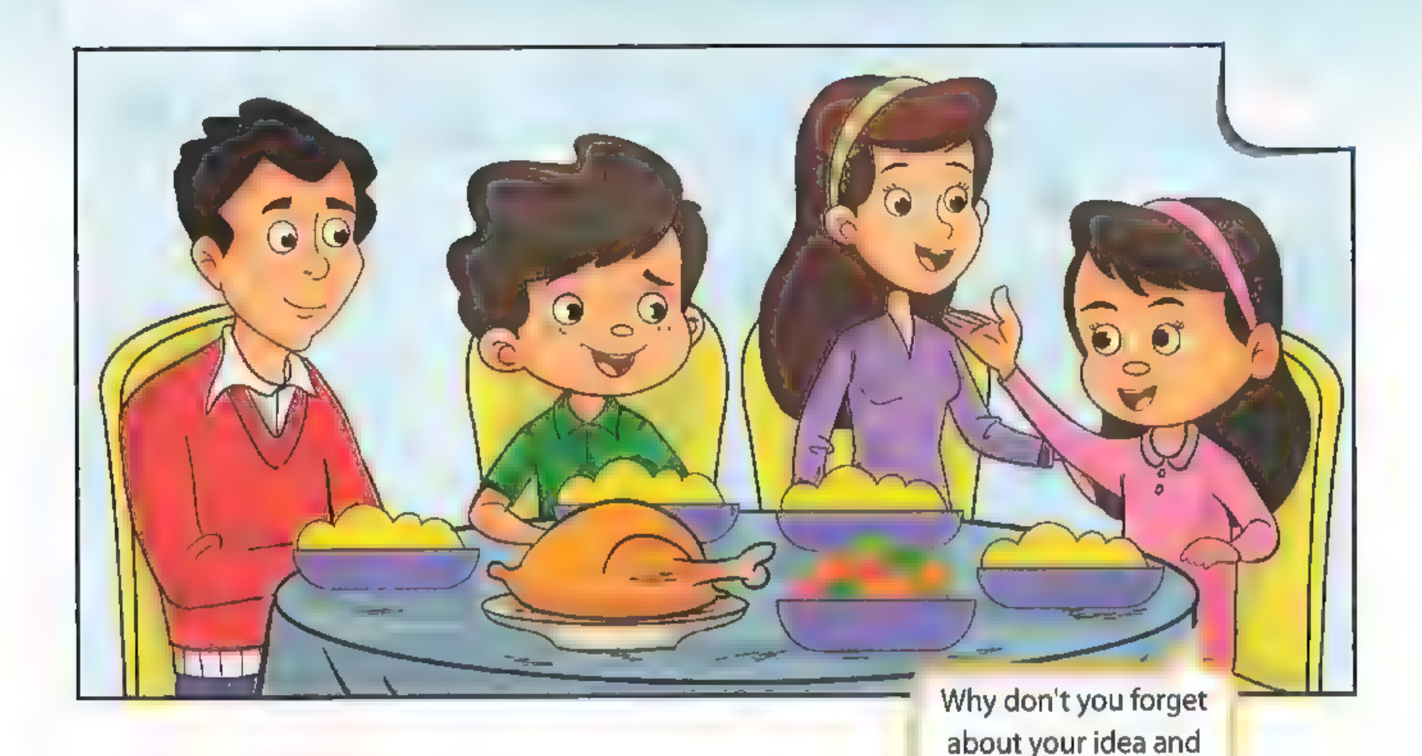
- **Subject integration:**
  - **English:** Answer questions about the story.
  - **Applied science:** Express personal feelings and identify others' feelings.
- **Life skills:** Empathy - Reading - Non-verbal communication.

Activity 2 Continue the story reading, then answer:

Ramy asks his family for help to solve his problem.

○ **Parents' tips: Activity (2):** Help your child read the story to understand how Ramy's family helped him solve his problem, then let him/her answer the questions.

○ **Aim:** Develop strategies for dealing with hurtful behavior.



Tick (✓):

1. If Ramy follows his mother's opinion, how do you think he will feel?

   ◯ **Happy** ◯ **Sad**

2. If Ramy follows his sister's opinion, how do you think he will feel?

   ◯ **Happy** ◯ **Sad**

3. Which opinion do you think is best for Ramy?

   ◯ **His mother's opinion** ◯ **His sister's opinion**

- **Subject integration:**
  - **English:** Answer questions about the story.
  - **Applied science:** Develop strategies for dealing with hurtful behavior.
- **Life Skills:** Problem solving - Decision-making - Empathy - Reading.

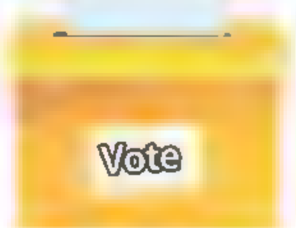
Decision Making

Ramy followed his mother's opinion and everyone in the group explained why their idea is the best and they made a group vote.

3 Look at the voting results, then answer:

To resolve a conflict, it is important to think about " How others feel?" This is called "Empathy".

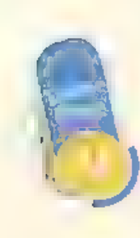
Students' ideas	Number of votes
Nada's idea	Zero
Sally's idea	//
Karim's idea	Zero
Ramy's idea	//



Tick (✓):

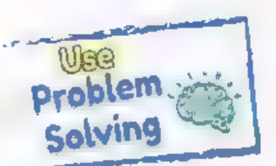
1. Who won in this group vote?
   - ◯ Sally and Ramy ◯ Nada and Karim ◯ Sally and Nada
2. What should the 2 winners do now about their ideas for the play?
   - ◯ Fight ◯ Compromise ◯ Cry
3. To resolve any conflict, we should apply .... life skill.
   - ◯ fighting ◯ empathy ◯ communication
4. Ramy's mother opinion helped this group of students to apply .... and .... life skill.
   - ◯ decision making ◯ conflict ◯ problem solving

- **Parents' tips: Activity (3):** Help your child, look at the given table and collect the data, then let him/her answer the questions to identify how Ramy and his friends solved their problem.
- **Aim:** Develop strategies for dealing with hurtful behavior.
- **Subject integration:**
  - **English:** Answer questions about the text.
  - **Applied science:** Develop strategies for dealing with hurtful behavior.
- **Life Skills:** Decision-making · Empathy · Problem solving · Non-verbal communication



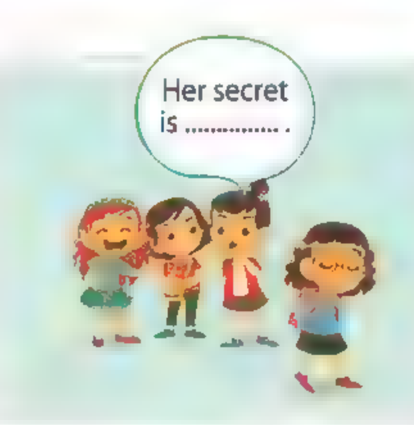
What Would You Do?

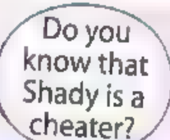
Activity 4 Tick (✓) the solution(s) for each case:



1. Your friend makes fun of someone in class.
   - ☐ Ask your friend to stop.
   - ☐ Get help from an adult.
   - ☐ Say nothing and walk away.

2. Your friend tells your secret to others in the class.
   - ☐ Ask for an apology.
   - ☐ Cry.
   - ☐ Get help from an adult.



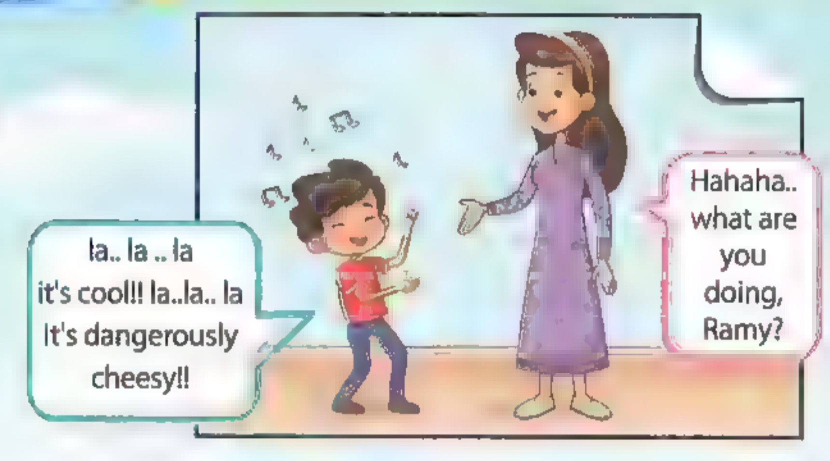


3. Your friend spreads a rumor about someone in the class.
   - ☐ Ask your friend to stop.
   - ☐ Ask your friend to apologize to that kid.
   - ☐ Walk away and find other friends to be with.

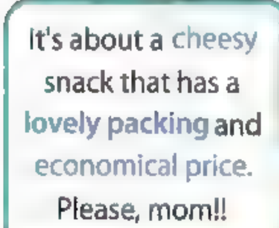
- **Parents' tips: Activity (4):** Help your child read the given problems and discuss with him/her each problem, then let him/her choose the suitable answer to solve these problems.
- **Aim:** Develop strategies for dealing with hurtful behaviors.
- **Subject integration:**
  - **Vocational fields:** Identify the good interpersonal skills.
  - **Applied science:** • Develop strategies for dealing with hurtful behaviors.
    • Express empathy while communicating with others.
- **Life skills:** Empathy - Problem solving - Critical thinking - Reading.

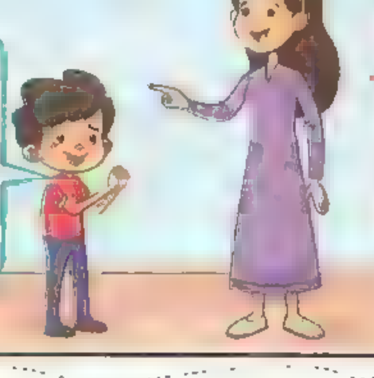
Commercials

Activity 1 Read, then answer:



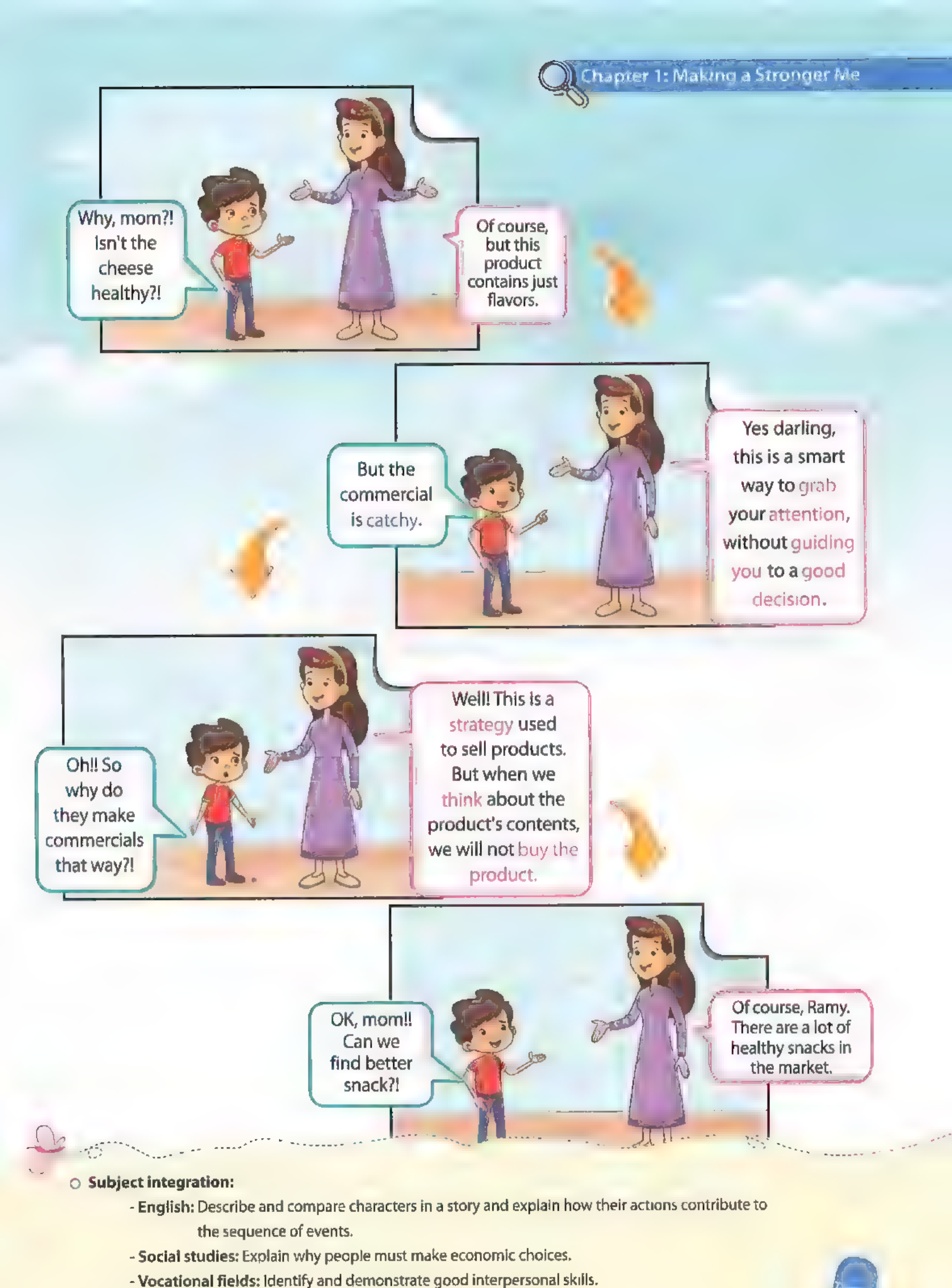
It's an amazing commercial mom!! My favorite cartoon character is dancing on its lovely music! Can we buy this product?





○ **Parents' tips: Activity (1):** Assist your child to read the conversation above, then discuss with him/her how the product facts mentioned in a commercial can affect our decisions by giving examples on other commercials.

○ **Aim:** Analyze strategies in commercials used to sell a product.



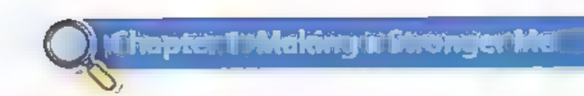
- **Subject integration:**
  - **English:** Describe and compare characters in a story and explain how their actions contribute to the sequence of events.
  - **Social studies:** Explain why people must make economic choices.
  - **Vocational fields:** Identify and demonstrate good interpersonal skills.
- **Life skills:** Communication - Critical thinking - Decision making - Reading.

Bandwagon:
Is a type of propaganda technique that focuses to get the target audience.

From your reading, tick (✓):

1. What was Ramy singing?
   - ◯ Movie song
   - ◯ National anthem
   - ◯ Commercial
2. Which audience did the commercial target?
   - ◯ Kids
   - ◯ Teenagers
   - ◯ Adults
3. What was the product?
   - ◯ Lollipops
   - ◯ Cheesy snacks
   - ◯ Chocolates
4. Did the commercial use images to persuade the audience?
   - ◯ Yes
   - ◯ No
5. Did the commercial use attractive packing?
   - ◯ Yes
   - ◯ No
6. Did the commercial use any famous people / or characters?
   - ◯ Yes
   - ◯ No
7. Did the music play a good role in the commercial?
   - ◯ Yes
   - ◯ No

○ **Parents' tips:** Help your child answer the questions from his/her reading and understanding of the previous conversation.



8. Did the commercial mention price offer?

◯ Yes ◯ No

9. The product is ....

◯ healthy ◯ unhealthy

10. The product's (facts) commercial ....

◯ grabs attention ◯ guides to a good decision

11. Is this product competing with other products?

◯ Yes ◯ No

Look at the poster, then tick (✓) :

1. Did this commercial use attractive design?

◯ Yes ◯ No

2. Did this commercial include price offer?

◯ Yes ◯ No

3. Is this product healthy?

◯ Yes ◯ No

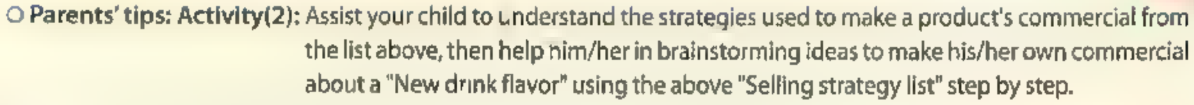
○ **Parents' tips:** Help your child answer the questions from his/her reading and understanding of the previous conversation.

A New Product: Brainstorm

Activity 2 Use the "Selling Strategy List" to brainstorm ideas for your own product's commercial about a "New drink flavor":

Selling Strategy List

1. **Bandwagon:** Who is the intended audience?
   - ▢ Kids ▢ Teenagers ▢ Adults
2. What type is your product and what is its name? ....
3. Are you going to use words or images to persuade the audience?
   - ▢ Yes ▢ No
4. Are you going to use colorful packing?
   - ▢ Yes ▢ No
5. Are you going to use famous people or certain characters?
   - ▢ Yes ▢ No
6. Are you going to use music?
   - ▢ Yes ▢ No
7. Are you going to mention price sale?
   - ▢ Yes ▢ No
8. What are your product facts? ....
9. Your product facts (description) are ....
   - ▢ Grabbing attention ▢ Guiding to a good decision
10. Are you going to compete with other products?
    - ▢ Yes ▢ No



- **Parents' tips: Activity(2):** Assist your child to understand the strategies used to make a product's commercial from the list above, then help him/her in brainstorming ideas to make his/her own commercial about a "New drink flavor" using the above "Selling strategy list" step by step.
- **Aim:** • Work collaboratively to brainstorm ideas for a product's commercial.
  • Use life skills strategies to create and present a commercial.
- **Subject integration:**
  - **English:** Build and express own ideas clearly.
  - **Social studies:** Explain why people must make economic choices.
- **Life Skills:** Communication - Critical thinking - Decision making.

Peer Assessment

After using the previous " Selling Strategy List", is the commercial idea going to give enough information to make a good choice?

Assessment

- ◯ The product's name is suitable.
- ◯ The commercial target the intended audience.

* Which strategies were used to grab the audience attention?
  - ☐ Words/images ☐ Colorful packing
  - ☐ Music ☐ Price offer
  - ☐ Famous people/ Cartoon characters

- ◯ There were enough facts about the product.

* Did the product compete with other products?
  - ☐ Yes ☐ No

* Is there enough information to make a good choice?
  - ☐ Yes ☐ No

* **Why?** ....

* Commercials use life skills like ....
  - ◯ Communication ◯ Critical thinking
  - ◯ Collaboration ◯ Self-management

○ **Parents' tips: Activity:** Help your child listen and understand one of his/her classmates product's commercial carefully to be able to make a fair assessment.

○ **Aim:** - Actively listen to others as they present.
- Assess others' performance with honesty and empathy.

○ **Subject integration:**
- **Science:** Communicate information with others in oral and written forms.
Vocational fields: Work cooperatively with a group of students to accomplish a task.

○ **Life Skills:** Critical thinking Decision making - Non-verbal communication.

Lesson 8

Strategies I Can Use

Activity 1 Read and learn the "Strategies" used in our life skills:

Collaboration
Sharing and working with others.

Communication
Talking clearly and understanding each other.

Critical thinking
Practice thinking and watch out for key ideas.

- **Parents' tips: Activity(1):** Help your child review the strategies used in his/her life skills.
- **Aim:** Review strategies used in life skills.

- **Subject integration:**
    - **English:** Infer the meaning of unknown and multiple-meaning words using a variety of strategies.
    - **Science:** Communicate information with others in oral and written forms.
- **Life Skills:** Critical thinking   Reading.

My Goals

Activity 2 **From the strategies in the previous page, answer the following:**

A • Which life skill(s) you practice best?

- ◯ Collaboration ◯ Communication ◯ Critical thinking
- ◯ Decision-making ◯ Empathy ◯ Problem-solving
- ◯ Self- management

• What are the strategies used?

....

....

....

B • Which life skill(s) you need to improve?

- ◯ Collaboration ◯ Communication ◯ Critical thinking
- ◯ Decision-making ◯ Empathy ◯ Problem-solving
- ◯ Self-management

• What are the strategies used to improve the life skill(s) you chose?

....

....

....

C Which life skill will you use to achieve your goal?

- ◯ Empathy ◯ Collaboration ◯ Self-management

- **Parents' tips: Activity(2):** From the strategies review in the previous page, help your child identify the life skills that (A) he/she is practicing best, (B) needs to improve and what are the strategies that he/she will use in each case? And let him/her mention which life skill is used to achieve his/her goal.
- **Aim:** Set personal goals.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
  - **Science:** Communicate information with others in oral and written forms.
- **Life Skills:** Critical thinking - Self-management.

Our Class Pledge

Activity Read and learn the following pledge:

Pledge:
Is a promise to ourselves and others.

Show kindness and respect to others.

Encourage and promote a feeling of community

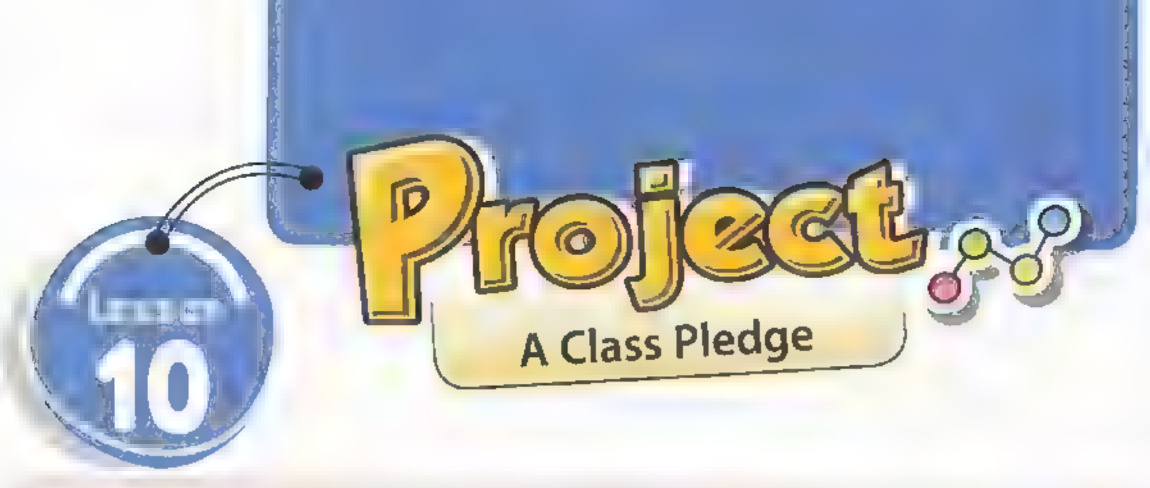
and friendship throughout our school.

Show empathy to others who need help.

Never bully anyone.

Forgive others.

- **Parents' tips: Activity:** Help your child understand what the word "Pledge" means, and let him/her read the given pledge and discuss it together.
- **Aim:** Collaborate to create a class pledge.
- **Subject integration:**
  - **Applied Sciences:** Communicate information with others in oral and written forms.
  - **Vocational fields:** Work cooperatively with a group of students to accomplish a task.
- **Life Skills:** Critical thinking - Collaboration - Empathy - Reading.



Collaborate with your classmates to write a "Class Pledge":

You must:

- ☐ Use your best handwriting.
- ☐ Use a capital letter at the beginning of every sentence.
- ☐ Put a full stop at the end of every sentence.
- ☐ Write correct spelling.
- ☐ Re-read your own writing and fix things up.

....

....

....

....

....

....

....

....

....

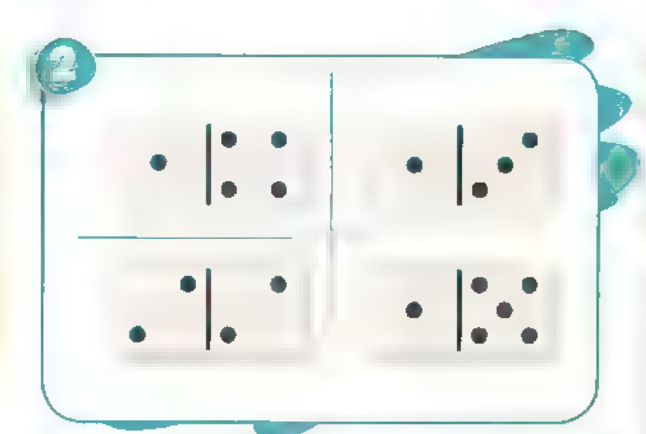
....

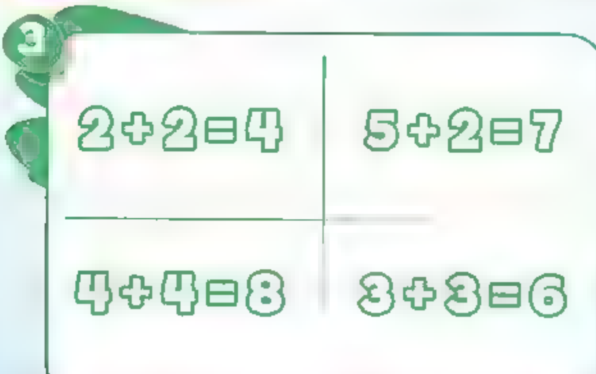
Signature Date

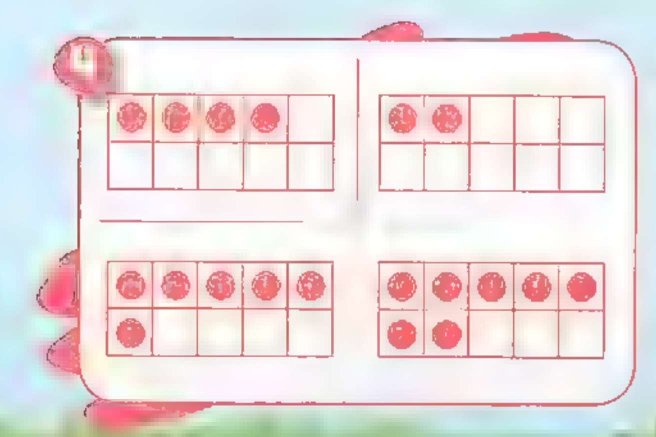
Tick (✓) the learning outcomes you have learned through the chapter:

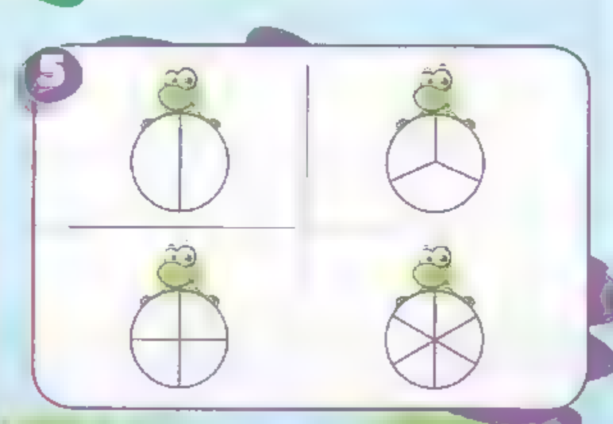
- ◯ The meaning of "life skills".
- ◯ Strategies of critical thinking.
- ◯ Data collection and answer questions.
- ◯ Length measurement.
- ◯ Work cooperatively.
- ◯ Communicate information with others.
- ◯ Strategies development to deal with hurtful behaviors.
- ◯ Analysis of strategies used in a commercial.
- ◯ Work collaboratively to brainstorm ideas for a commercial.
- ◯ Set personal goals.
- ◯ Collaborate to develop a class pledge.

Circle the odd one out in each as shown in the given example:



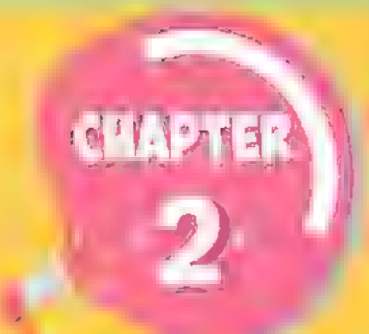




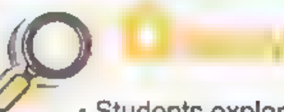


Directions: Read the descriptions of the kids to find out their ages. Write the kids' ages below.

- **Amir is 3 years older than Nora.**
- **Karim is the same age as Mariam.**
- **Samir is 2 years older than Amir.**
- **Nora is 9 years old.**
- **Mariam is 3 years younger than Samir, and 2 years older than Hala.**



"Making a Healthy Body"



- Students explore how we use our bodies.
- Students discover habits that keep our bodies healthy, and working properly.

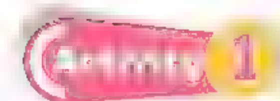
- Students identify the function of specific parts of the body (such as the skin provides protection).
- Students explore the importance of taking care of our bodies so that the parts and organs work properly.

- Students author and illustrate a book for younger students about the human body parts and their functions.

Pacing Guide

Lesson		Instructional Focus	Key Vocabulary
Discover	1	**Students will:** - Discover what it means to have a healthy body. - Contrast healthy and unhealthy habits. - Set a goal for making healthy choices.	- Habit
	2	- Identify and track healthy habits over time. - Create an energizing classroom activity for students when they need a break.	- Brain break - Energy
Learn	3	**Students will:** - Discover how skin protects us. - Conduct an experiment to test the effect of sunscreen on skin.	- Diagram - Organ - Skin - Sunscreen
	4	- Identify how bones and muscles work together in the body. - Build a model of a finger that can move.	- Bones - Muscles
	5	- Discover what happens to food when it is eaten. - Build a model of the stomach digesting food.	- Digestion - Nutrients - Stomach
	6	- Identify important facts within a written text. - Model movement of blood through the body. - Create a poem about the heart.	- Artery - Contract - Expand - Heart - Vein
	7	- Learn how to measure pulse and record heart rate data. - Test hypotheses about the impact of exercise on heart rate. - Analyze test results.	- Heart rate - Hypothesis - Pulse
	8	- Review learning through a group reflection. - Identify the steps of the writing process. - Collaborate to determine individual responsibilities within a group.	- Drafting - Planning - Publishing - Reusing
Share	9	**Students will:** - Collaborate to write a story about health. - Utilize the writing process to organize writing. - Peer edit writing.	- Writing process
	10	- Complete the writing process with a final rewrite. - Speak confidently when sharing. - Reflect and self-assess quality of work and use of life skills.	

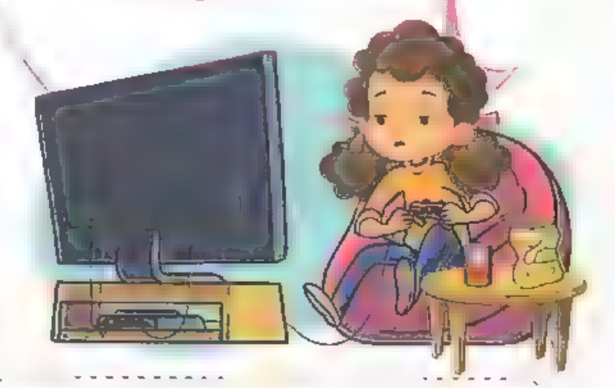
Ramy & Sally Choices



1 Read the following about "Ramy & Sally", then answer:

After school I went out for running with my dad. Running help my body feel well. Specially when I drink good amount of water and eat fruits, which give me more energy".

After school I went back home, I ate chips as a snack and drank soda as I thought they can give me energy. But this turned to upset my stomach. So, I sat on the couch and played video games.



- **From your reading; write 3 of Ramy's choices:**

....

....

- **Ramy's choices are:**

☐ healthy ☐ unhealthy

- **From your reading; write 3 of Sally's choices:**

....

....

- **Sally's choices are:**

☐ healthy ☐ unhealthy

- **Parents' tips: Activity (1):** Assist your child to read the texts above, then discuss with him/her the choices of each of (Ramy & Sally) & let him/her answer the questions.
- **Aim:** Discover what it means to have a healthy body.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
  - **Science:** Explain the connection between healthy behaviors and personal health.
- **Life skills:** Self-management - Reading.

Healthy & Unhealthy

Activity 2 Draw 🙂 for the healthy choices, and ☹ for the unhealthy choices:

Shouting to each other ◯

Brushing teeth ◯

◯

Drinking milk ◯

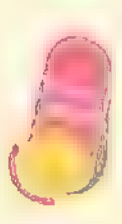
Sleeping early (10 to 12 hours) ◯

Exercising (being active) ◯

Drinking soda drinks ◯

Eating junk food every day ◯

- **Parents' tips: Activity (2):** Help your child identify the healthy choices & the unhealthy choices in the given examples.
- **Aim:** Contrast healthy and unhealthy habits.
- **Subject integration:** - **Science:** Explain the connection between healthy behaviors and personal health.
- **Life skills:** Critical thinking - Decision making - Self-management.



"Making similar choices over & over again are called Habits"

Activity 3 **Tick(✓) to categorize the following activities into "Healthy" & "Unhealthy" habits:**

Activities	Healthy habits	Unhealthy habits
Playing video games all day	☐	☐
Washing hands	☐	☐
Eating fruits & vegetables	☐	☐
Eating sweets instead of lunch	☐	☐
Drinking milk	☐	☐
Drinking water throughout the day	☐	☐
Skipping breakfast every morning	☐	☐
Sharing your feelings when you are sad or upset	☐	☐

- **Parents' tips: Activity (3):** Help your child categorize the healthy & unhealthy habits in the given table.
- **Aim:** Contrast healthy and unhealthy habits.
- **Subject integration: - English:** Read and understand informational texts.
  - **Science:** Explain the connection between healthy behaviors and personal health.
- **Life skills:** Critical thinking - Decision making Self-management.

My Choices

Activity 4 Read the "Strategies to Stay Healthy", then tick (✓) the "healthy habits" you are doing only:

Strategies to stay healthy

- ◯ Get enough sleep
- ◯ Eat healthy
- ◯ Stay active
- ◯ Stay calm

"Making choices to practice healthy habits, will help us make healthy mind and body".

Answer:

1. What happens to our bodies when we choose the healthy habits?

   ☐ We get sick less often. ☐ We feel angry.

   ☐ We have more energy to play. ☐ We study better.

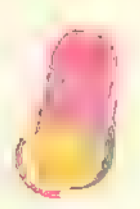
   ☐ We make healthy mind and body.

2. How many healthy habit(s) you didn't tick from the "Strategies to stay healthy" list? ....

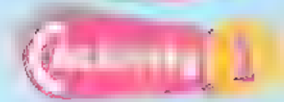
3. Do you want to set this healthy habit as a goal to achieve?

   ☐ Yes. ☐ No.

- **Parents' tips: Activity (4):** Discuss with your child the "Strategies to Stay Healthy" & how practicing each healthy habit in the list helps us make healthy mind & body, then let him/her tick the healthy habits they already do & answer the questions.
- **Aim:** Contrast healthy and unhealthy habits.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
- **Life skills:** Critical thinking - Decision making - Self-management.



Healthy Habits



Read & notice how articles are written, then answer:

Title • Tells what you are about to read.

HEALTHY HABITS

Subheading
• Tells what you are about to read.
• Written in bold print.

Get enough sleep : When we do not get enough sleep, we get out of energy and mood. Getting enough sleep helps our bodies stay healthy, energetic and helps our brains think better.

Sleep helps you think better

Image

Caption
• Focuses our attention
• Describes the picture.

Middle paragraph
• Gives us details about the subheading.

Stay active: Exercising, such as walking 1 hour every day, helps us stay active and help our bodies stay strong.
Staying active can improve our mood, strengthen our bodies and help us focus at school.

Sports help you stay active

Tick (✔)

1. When we do not get enough sleep, we get out of energy the next day.
   ☐ Yes ☐ No
2. Among the benefits of getting enough sleep is ....
   ☐ our bodies stay healthy ☐ thinking better ☐ getting out of mood
3. Exercising every day does not give energy.
   ☐ Yes ☐ No
4. Among the benefits of staying active is ....
   ☐ feeling more alert ☐ getting tired ☐ focusing at school

○ **Parents' tips: Activity (1):** Assist your child to read the "Article", notice the underlined information & ask him/her what do they observe different about this reading. Then, discuss with him/her that articles have different features, they have a "Title"; & the texts are broken up into "**Middle paragraphs**", each have a "**Subheading**" which is connected to the title, and that the "**Pictures**" have "**Captions**". And let him/her answer the given questions after understanding.

○ **Aim:** Identify healthy habits.

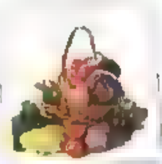
Now, read and underline the benefits of healthy habits, then answer:

HEALTHY HABITS

Stay positive & calm: When we spend too much time staring at TV screens and video games, this can be stressful. It is important to leave positive attitude when something goes wrong, to improve our mood and help our bodies fight illness. We must enjoy quite calm activities such as reading and walking.

Taking a walk is a quite calm activity

Eating healthy: If we eat sweet snacks every day we can harm our bodies. It is important to think about our food choices. Healthy food gives us the nutrients our bodies need and energy to study and play.



Fruits, vegetables and grains are healthy foods.

Answer:

1. Fighting is a healthy habit.

   ☐ Yes. ☐ No.

2. Write 1 benefit of staying positive and calm.

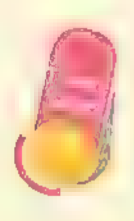
   ....

3. Eating sweet snacks .... our bodies.

4. Write 1 benefit of eating healthy.

   ....

- Subject integration:
  - English: • Identify text features such as headings, subheadings.
    • Write informative texts to examine the topic ideas.
  - Science: Identify the benefits of healthy habits such as exercising to keep our bodies healthy.
- Life skills: Critical thinking - Self-management - Reading.



Healthy Habits Tracker

Set your goal for healthy habits, then use the below chart to track your achievements in 30 days.

30 days

HABIT

Get enough sleep

Goal: /30 Achieved /30

DAILY TRACKER

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

HABIT

Stay positive and calm

Goal: /30 Achieved /30

DAILY TRACKER

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

HABIT

Stay active

Goal: /30 Achieved /30

DAILY TRACKER

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

HABIT

....

Goal: /30 Achieved /30

DAILY TRACKER

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

HABIT

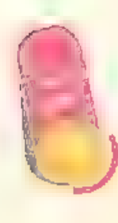
....

Goal: /30 Achieved /30

DAILY TRACKER

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

- **Parents' tips: Activity (2):** Discuss with your child the healthy habits that he/she is not doing, then encourage him/her to set these habits as a goal & use the "Habits Tracker" to motivate him/her to achieve their goal by tracking themselves in 30 days.
- **Aim:** Identify and track healthy habits over time.
- **Subject integration:** - **English:** Read and understand informational texts.
  - **Science:** Explain the connection between healthy behaviors and personal health.
- **Life skills:** Critical thinking - Decision making - Self-management - Non-verbal communication.



Brain Break

" Our brains work very hard during the day and it is important to give our brains a break by moving our bodies, which is a great way to gain energy".

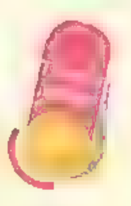
Use the below "YOGA cards" when you need to have a brain break:

Tick (✓) :

* This activity helped me stay healthy because I ....

- [ ] stayed calm
- [ ] ate healthy
- [ ] stayed active
- [ ] got enough sleep

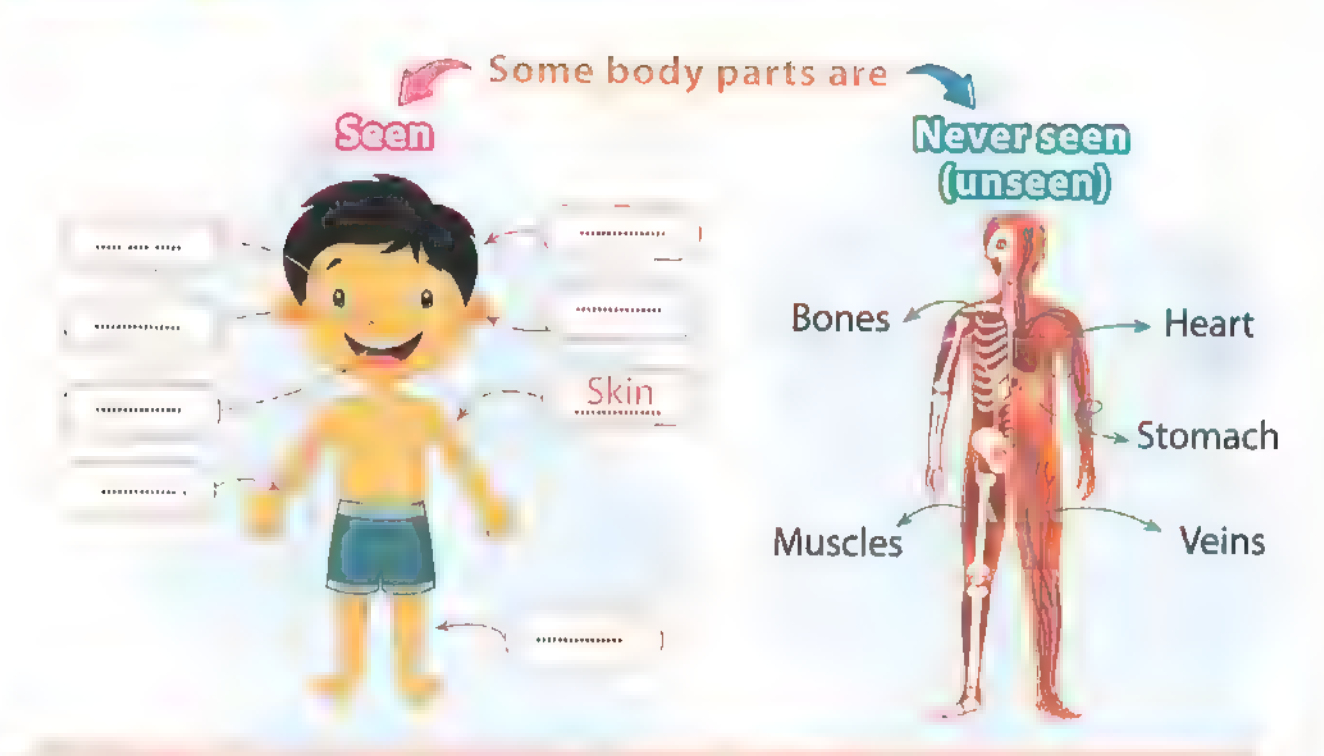
- **Parents' tips: Activity (3):** Help your child understand the meaning of a brain break & its importance to our bodies to help us stay focused & energetic, then start using these cards in their break time & let him/her search for other interesting brain break activities.
- **Aim:** Create an energizing classroom activity for students when they need a break.
- **Subject integration:** - **English:** Read and understand informational texts.
  - **Science:** Explain the connection between healthy behaviors and personal health.
- **Life skills:** Problem-solving - Self-management - Decision making - Non verbal communication.



Map of The Human Body

" A special type of pictures with labels that show the names of different parts are called diagrams".

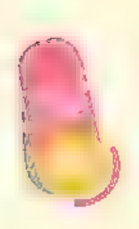
Activity 1 Learn, then answer:



Put (✓) or (X):

1. Heart, nose and stomach are seen body parts. ( )
2. Bones, muscles and veins are unseen body parts. ( )
3. Skin is a seen body part. ( )
4. Diagram is a special kind of picture with labels. ( )

- **Parents' tips: Activity (1):** Help your child understand that we have different body parts some are seen (outer parts) and others are unseen (inside our bodies), then let him/her write the names of the body parts on the shown diagram & answer the questions.



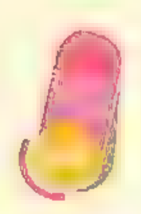
- **Aim:** Identify the Human body.
- **Subject integration:** - **Science:** Identify external and internal parts of the human body.
  - **English:** Read and understand the texts.
- **Life skills:** Critical thinking.

Are We Similar?

Color (👍) for the similar pictures, and (👎) for the different pictures, then tick (✓) the reason for each:

Pictures		Because....
hand and hand	👍 👎	☐ They have the same colors. ☐ They have different colors.
eye and eye	👍 👎	☐ They have the same colors. ☐ They have different colors.
hand and banana	👍 👎	☐ Their shapes & colors are the same. ☐ Their shapes & colors are different.
apple and artichoke	👍 👎	☐ Their colors & surfaces are the same. ☐ Their colors & surfaces are different.
girl and boy	👍 👎	☐ They have the same heights. ☐ They have different heights.

- **Parents' tips: Activity (2):** Let your child look at the pictures to notice the similarities & differences between each two pictures & discuss with him/her the reason behind their choices.
- **Aim:** Identify differences between objects.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
- **Life skills:** Critical thinking.



Our Skin Protects Us

Activity 3 Read, then answer:

Organ

Is a certain part in the human body that has a specific function.

I'm the skin.

I'm the largest organ in your body (weigh 4 kilograms). I'm made up of multiple layers, some are seen & others are under the surface. I protect you from harmful germs & sunrays; I also keep your body fluids inside & your body temperature constant.
You must take care of me to stay healthy by avoiding exposing me too long to harmful sunrays, by covering up or by using sunscreen.

From your reading about the "Skin", answer the following:

[illegible]	How must we protect it?

- **Parents' tips: Activity (3):** Assist your child to understand the text above introducing the "SKIN" as a body organ & discuss with him/her its importance to our bodies, then let him/her underline how the skin protects us & how we must protect it, to be able to answer the questions.
- **Aim:** Discover how skin protects our bodies.

Complete using the given words:

largest - Diagram - seen - unseen - similar - sunscreen - fluids - germs - constant

1. Eyes, ears , nose and skin are .... body parts.
2. .... is a special type of pictures with labels.
3. Bones, muscles and heart are .... body parts.
4. The skin color of your hands are ....
5. Skin is the .... organ in the human body.
6. Skin keeps your body .... inside.
7. Skin protects you from harmful ....
8. Skin keeps your body temperature ....
9. Using .... protects your skin from harmful sunrays.

- **Subject integration:**
  - **English:** Read and understand informational texts.
  - **Science:** Identify external and internal parts and functions of the human body such as skin provides protection.
- **Life skills:** Critical thinking - Non-verbal communication.

Protecting Our Skin

Experiment Time

Let us do an experiment to investigate the effect of using/not using the sunblock, then record your observations:

Tools

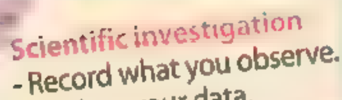
Construction paper

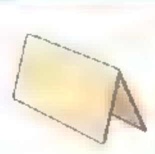
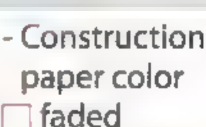
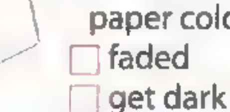
Sunscreen (lotion/spray)

Steps

Fold your construction paper in half.

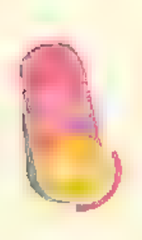
Rub a very small amount of sunscreen on one side of the paper and leave it in direct sunlight for (1 day).



	Hypothesis (prediction)	Tick (✓) your observation
Side with No sunscreen	....	 - Construction paper color ☐ faded ☐ get dark
Side with sunscreen	....	  - Construction paper color ☐ faded ☐ get dark

Hypothesis is what we think will happen (predict) based on what we know.

- **Parents' tips:** Discuss with your child the effect of sunblock on our skin, then let him/her follow the steps of the experiment & let him/her predict the results of using or not using the sunscreen, and compare it to the results he/she will observe.
- **Aim:** Conduct an experiment to test the effect of sunscreen on skin.
- **Subject integration:** - **English:** Ask and answer questions about the experiments.
  Science: Perform an experiment and write your observation.
- **Life skills:** Critical thinking - Problem solving - Self-management - Decision making Reading.



Investigation of Conclusions

Tick (✓) to analyze the observation data of the previous experiment:

Conclusion
Describe our decision based on thinking & using evidence.

- What happened to the side without sunscreen?

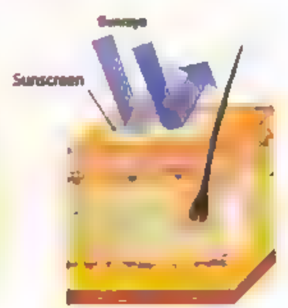
  ☐ Color changes. ☐ Stays the same.

- How the side with sunscreen differs from the other?

  ☐ Color darkened. ☐ Color faded.

Conclusion

"Sunscreen protects our skin's original color due to the production of melanin".

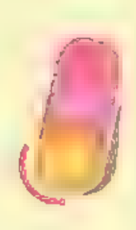


Skin with sunscreen

Melanin
is the pigment that gives the skin its color
- Production of melanin protects the skin from sunburns.

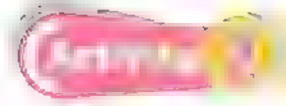
Skin without sunscreen

- **Parents' tips: Activity (1):** Help your child answer the given questions to analyze his/her collected data from their observations, and discuss with him/her the conclusion based on their analysis & how melanin protects our skin.
- **Aim:** Analyzing observation data of an experiment.
- **Subjects integration:** English: Read and understand the texts.
  - Science: Ask questions that can be investigated using simple tests.
- **Life skills:** Critical thinking - Decision making - Reading.



Bones & Muscles Work Together

"Your body is made of many parts that work together to keep you alive."



Read & understand, then answer:

I'm your "Muscles".

I'm your "Bones".

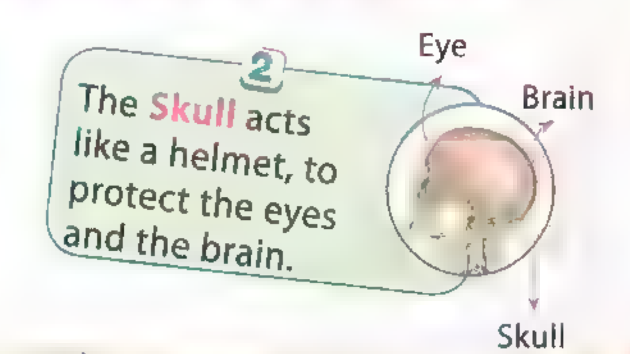
I make up your "Skeleton".

"Bones & Muscles"
We always work together, and our job is to help you move and do all the activities you love.

- We also do a great job protecting your soft organs such as:

1. The **Ribcage** protects the heart and the lungs.

Ribcage
Lung
Heart



- **Parents' tips: Activity (2):** Assist your child to understand the given information introducing the "Bones" & the "Muscles" as 2 different body systems, then let him/her underline how do they work to help us move & do all our activities and how do they protect the organs of our bodies.
- **Aim:** Identify how bones and muscles work together in the body.

From your readings about the "Bones & Muscles", answer:

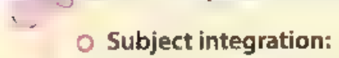
How do they work?	How do they protect us?

Put (✓) or (✗):

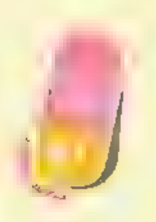
1. Muscles and bones work together. ( )
2. Bones make up skeleton. ( )
3. Ribcage protects the brain and lungs. ( )
4. Skull protects hard organs. ( )
5. When muscles move, the skeleton moves too. ( )

★ **Do you think that "staying active" and "eating healthy" make your bones and muscles stronger?**

☐ Yes ☐ No



- **Subject integration:**
  - **English:** Read and understand informational texts.
  - **Science:** Identify external and internal parts and functions of the human body such as bones and muscles.
- **Life skills:** Critical thinking - Communication - Problem-solving - Reading.



Mechanical Finger

Let us do an experiment to build a mechanical finger, then answer:

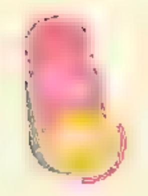
Tools

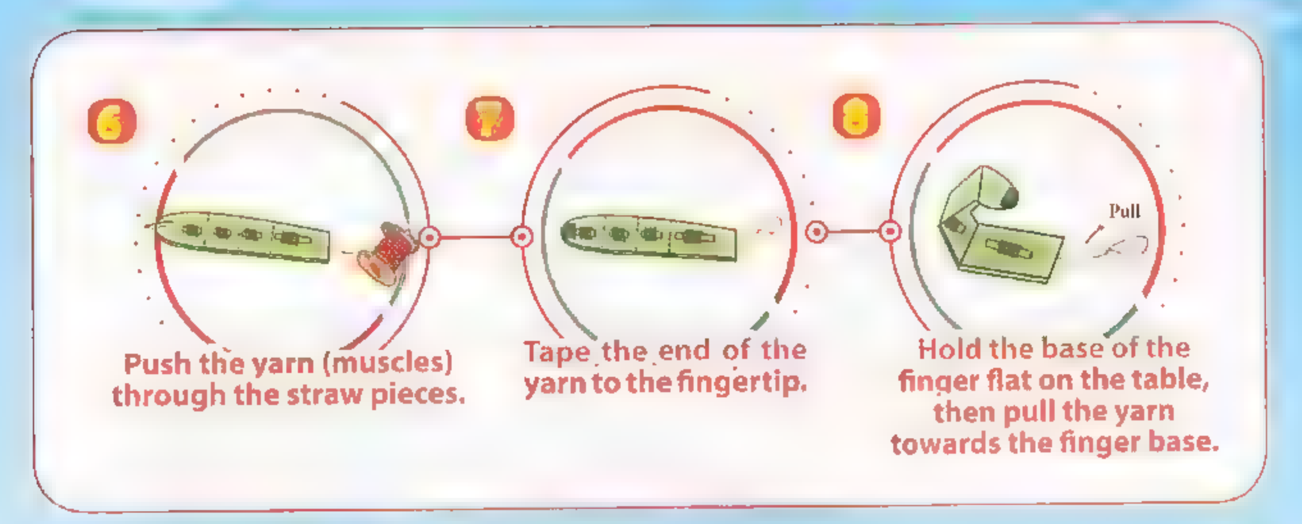
Steps

Try it yourself.

1. Pointer finger
   Trace your pointer finger on a piece of cardstock.
2. Cut out the traced finger.
3. Draw lines where your finger bends (3lines), then bend the paper finger along the lines (to make joints).
4. Cut the straw into 4 small pieces (to make bones).
5. Tape a piece of straw on to the 4 sections of the finger.

- **Parents' tips:** Help your child, read & follow the experiment steps to build a mechanical finger model to test out how the parts will work together when he/she will pull the yarn to make the finger move, then discuss with him/her what he/she observed & how this experiment shows us how muscles (tendons) & bones work together to help move the finger, then answer the questions.
- **Aim:** Build a model of a finger that can move.





Push the yarn (muscles) through the straw pieces.

Tape the end of the yarn to the fingertip.

Hold the base of the finger flat on the table, then pull the yarn towards the finger base.

Observation "By pulling the yarn, the straw pieces moves"

Conclusion The muscles & bones work together to help us move.

A "tendon" helps the finger bend, however muscles pull on the tendons to make them move.

Tick (✓) :

A The straw represents ....

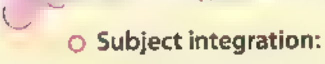
☐ bones ☐ muscles (or tendons)

B The yarn represents ....

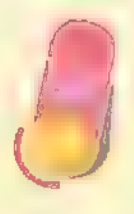
☐ bones ☐ muscles (or tendons)

C Pieces of card stock represents ....

☐ finger ☐ wrist



- **Subject integration:**
  - **English:** Ask and answer questions about the experiments.
  - **Science:** Perform an experiment and record observation.
- **Life skills:** Critical thinking - Communication - Collaboration - Problem-solving Reading.



What Happens to the Food You Eat?

Read,then answer:

From your reading, complete:

1. Sally's unhealthy choice was ....
2. The food we eat is the ....
3. Food contains different ....

★ What is the healthy habit that Sally must set as a goal to achieve?

☐ **Eating healthy.** ☐ **Skipping breakfast.**

- **Parents' tips: Activity:** Assist your child to read the conversation above, and help him/her understand that our choices may affect our health, then let him/her answer the given questions
  - Discuss with your child that when we eat our meals the food goes through a process called "Digestion" to break down the food and provide us with energy & keep our bodies heathy.
- **Aim:** Discover the benefits of the food we eat.

And, she also said, that our bodies give us signals when we need to eat, such as stomach grumbling when we are hungry. And she explained what is digestion and how it happens.

Digestion

It is the process that changes the food we eat into a simpler form.

(A) Mouth

- Digestion starts by chewing the food using our teeth to cut food into smaller pieces.
- Saliva (liquid in mouth) softens the food to break-down.
- After swallowing, the muscles push food into the "stomach".

(B) Stomach

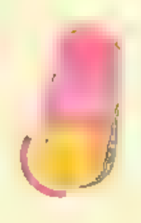
- It is a large muscular organ that helps to digest food.
- Inside the stomach, muscles move the acidic juice inside, to break down the food small enough to get nutrients.

"Digested food leaves the stomach and moves to the intestines to continue the digestion process. The nutrients are carried away in the blood, spreading energy to all body parts.

★ Do you think that eating healthy helps your body to get more nutrients?

☐ Yes. ☐ No.

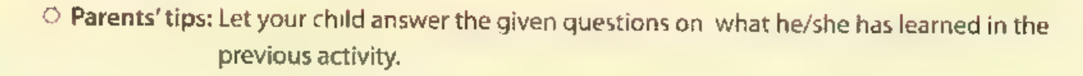
- **Subject integration:**
  - **English:** Read and understand informational texts.
  - **Science:** Identify external and internal parts of the human body and their functions such as stomach that helps in digesting food.
- **Life skills:** Critical thinking - Self-management - Reading.



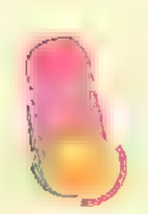
From your previous reading, complete using the given words:

swallow - digestion - saliva - nutrients - muscular - teeth - ~~signals~~ - acidic juice - intestines

1. Our bodies give us ....signals......... when we need to eat.
2. The liquid in your mouth is called ....
3. We chew the food using our ....
4. When we .... the food, the muscles push the food into the stomach.
5. Stomach is a large .... organ.
6. The process that changes the food we eat into a simpler form is called ....
7. Our stomach contains .... that mixes with the food.
8. Digested food leaves the stomach and moves to the .... to continue the digestion process.
9. When food is digested, ... are carried away into the blood to give us energy.



○ **Parents' tips:** Let your child answer the given questions on what he/she has learned in the previous activity.



Arrange the steps of digestion (1-5):

Stomach stirs and squeezes food with acid. ....

Nutrients go to the blood to give us energy. ....

Stomach grumbles when we need to eat. ....

We swallow the food. ....

We chew the food in our mouths. ....

Steps of Digestion

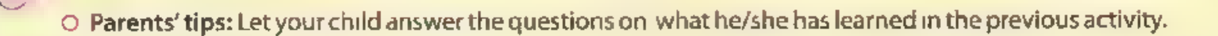
Answer:

1. Where does digestion start?

....

2. Where do the nutrients go to give us energy?

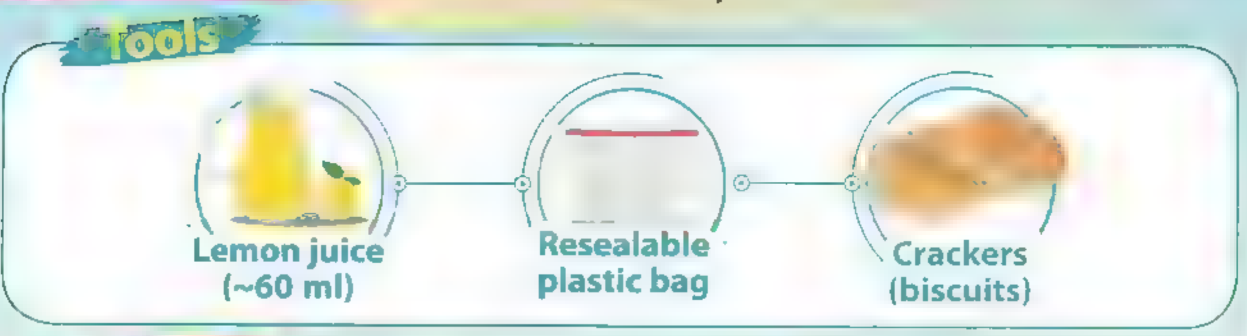
....

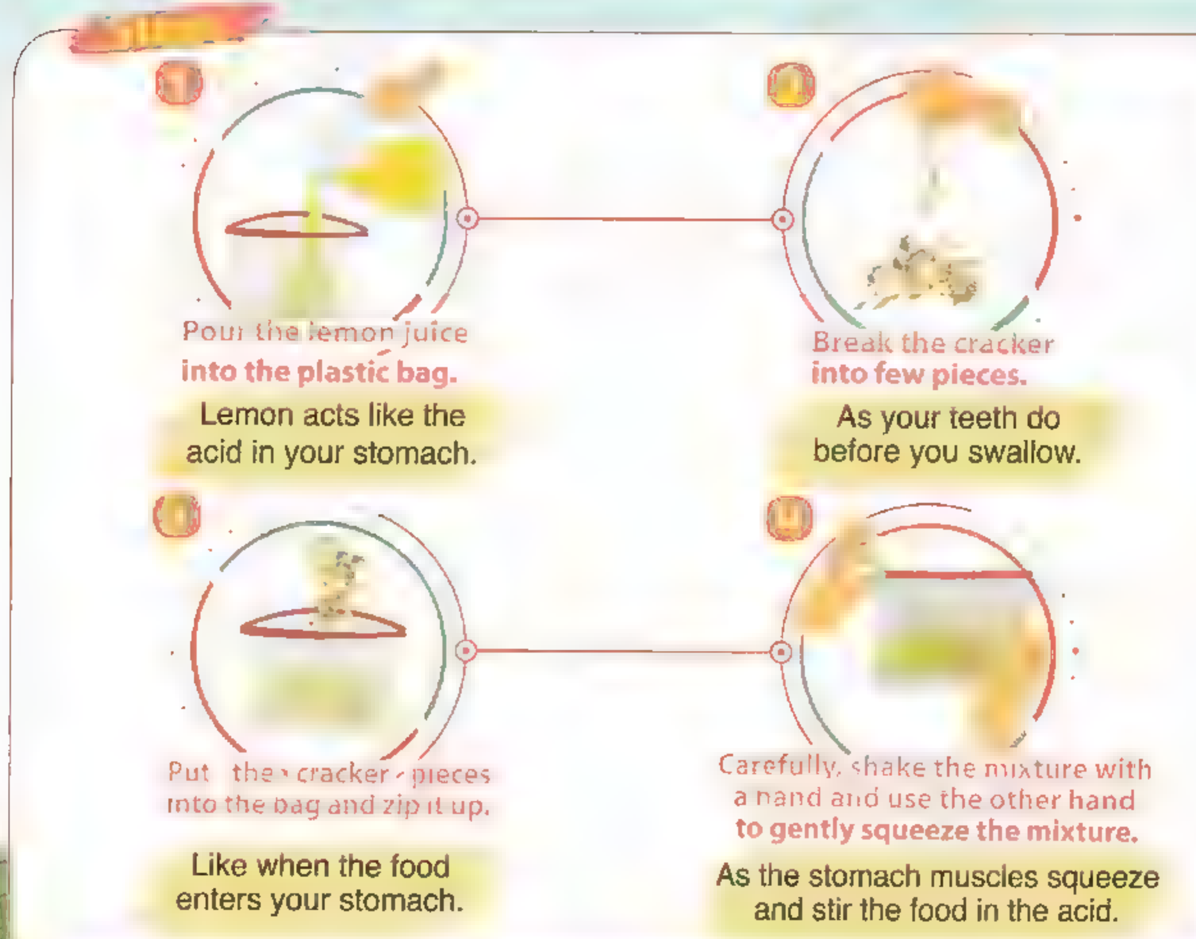


Parents' tips: Let your child answer the questions on what he/she has learned in the previous activity.

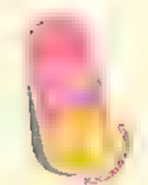
How the Stomach Works

Let us do an experiment to make a stomach model & see how it works, then record our observations:





- **Parents' tips:** Help your child read & follow the experiment steps to build a stomach model & see how it works during the digestion process, then let him/her record their observations.
- **Aim:** Build a model of the stomach and how it digests food.



Observation

The crackers ....

☐ remained as it is ☐ broke down into smaller pieces

Conclusion

"Both stomach muscles & acidic juice work together to digest food to get nutrients".

Put (✓) or (x):

1. The plastic bag acts like the stomach. ( )
2. The lemon juice acts like the acid. ( )
3. The stomach muscles do all the digestion job alone. ( )
4. Grinding the crackers into small pieces acts like chewing. ( )

Answer:

1. Why do we need to digest the food we eat?

   ....

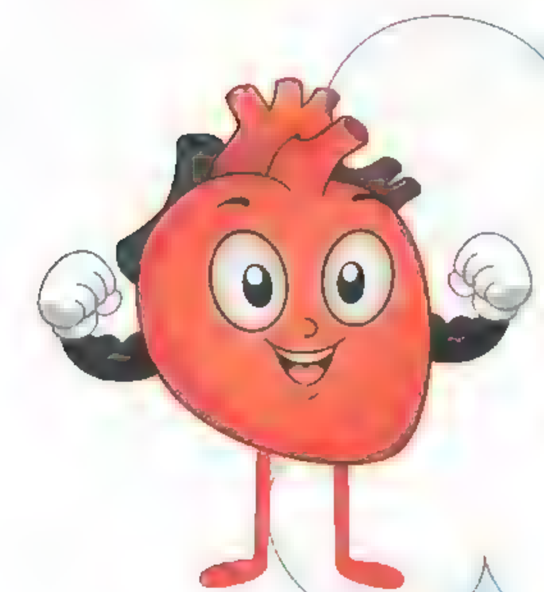
2. How does the stomach digest food?

   ....

- **Subject integration:**
  - **English:** Ask and answer questions about experiments.
  - **Science:** Perform an experiment and record observation.
- **Life skills:** Critical thinking - Collaboration - Reading.

My Heart

Read, then answer:



I'm the heart.

I'm the strongest organ in your body.
I do a great job, I beat and push blood through your body to keep you alive.

Structure:

I am a muscular organ, in the size of your fist and as you grow, I grow too.

Location:

I lie behind your ribs, between your 2 lungs slightly to the left.

From your reading, complete:

1. The heart is a .... organ.
2. The heart is in the size of your ....
3. The heart lies between ....
4. The heart is the strongest ....
5. The heart .... and .... blood through your body.

- **Parents' tips: Activity (1):** Assist your child to understand the above text introducing the "Heart" as a body organ and describing its location in the human body, its structure & how it works, then let him/her answer the questions.
- **Aim:** Identifying the structure of the heart.

"Structure of Heart & How it works"

lungs

blood flow

Red = Oxygen-filled blood

Blue = Oxygen-depleted blood

from body

to body

heart

Expands & Contracts

The heart (Filled with blood ↔ Pushing blood) to beat on its own "automatically" many times per minute.

Tick (✓):

1. The heart is divided into ....
   - ☐ 3 pieces
   - ☐ 2 sides
2. The heart automatically .... to beat.
   - ☐ contracts
   - ☐ expands
   - ☐ contracts & expands
3. The heart expands when ....
   - ☐ pushing blood
   - ☐ it's filled with blood
4. The heart contracts when ....
   - ☐ pushing blood
   - ☐ it's filled with blood

- **Subjects integration:**
  - **English:** Read and understand informational texts.
  - **Science:** Identify external and internal parts and functions of the human body such as heart and how it pumps blood.
- **Life skills:** Critical thinking - Communication - Reading.

Path of Blood Through the Heart

Trace the dots to show, the path of blood through the heart:

Pumping oxygen-depleted blood to the lungs.

Carrying oxygen-filled blood from the lungs to the heart.

Contracts

Expands

Expands

Contracts

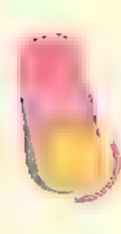
Carrying oxygen-depleted blood from all body parts to the heart.

Pumping oxygen-filled blood and nutrients to all body parts.

Fun facts!
- Laughing is good for your heart.
- Whales have the largest heart of mammals.

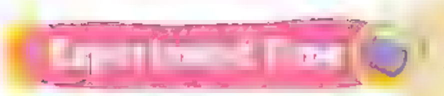
Complete:

1. .... pumps oxygen and nutrients to all body parts.
2. The heart receives .... blood from lungs.
3. Heart pumps oxygen-depleted blood to the ....



- **Parents' tips: Activity (2):** Help your child understand how the heart keeps the blood moving through your body carrying the oxygen we breathe from the air&the nutrients from the food we eat to all parts of our bodies through its expansion & contraction processes, then let him/her answer the questions.
- **Aim:** Model movement of blood through the body.
- **Subject integration:** - **English:** Read and understand informational texts.
  - **Science:** Identify the path of the blood through the heart & the whole body.
- **Life skills:** Critical thinking - Self-management - Reading.

Stethoscope Model

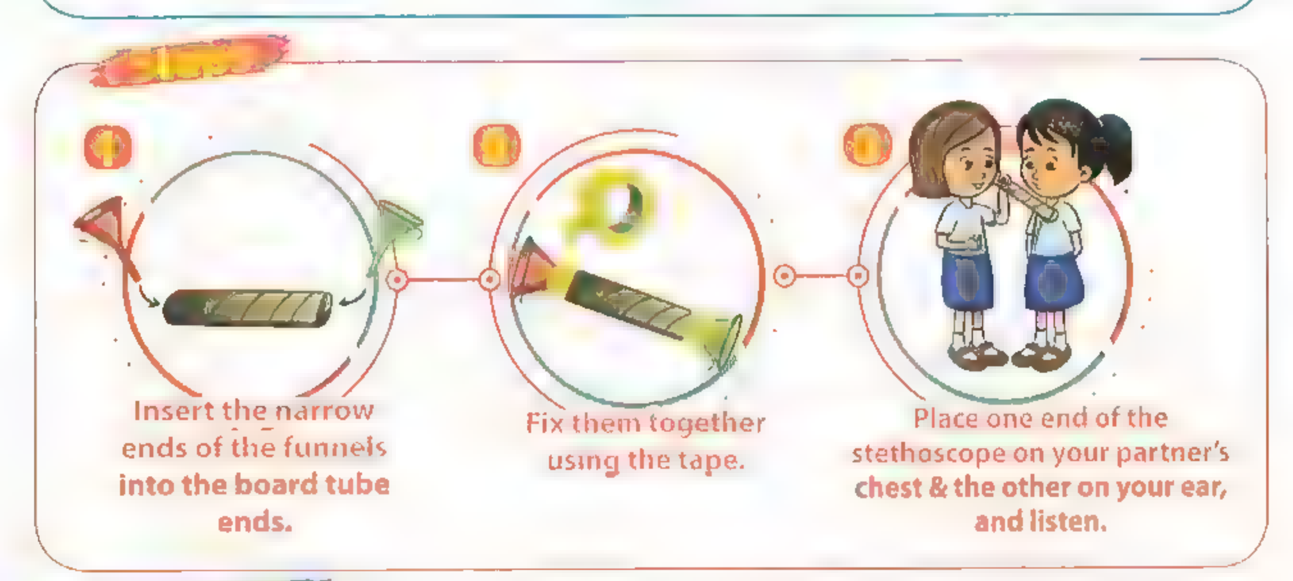


Let us do an experiment to make a stethoscope model, then record your observation:

Stethoscope:

It is a tool used by doctors to hear our heart beats.

Tools



Observation

What did you listen?

☐ Heart beats. ☐ Music. ☐ Nothing.

- **Parents' tips:** Discuss with your child the use of the "Stethoscope", then help him/her read & follow the experiment steps to make a stethoscope model & see how it works, and let him/her record their observations.
- **Aim:** Building a model for a stethoscope.
- **Subject integration:** - **English:** Ask and answer questions about experiments.
  - **Science:** Perform an experiment and record observation.
- **Life skills:** Critical thinking - Communication - Collaboration - Problem-solving - Reading.

About My Heart

Activity 3 **Read a "short poem"(or sentences) about the heart:**

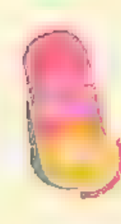
Try to write your own poem.

My heart beats and pumps.

It gives me life and good health.

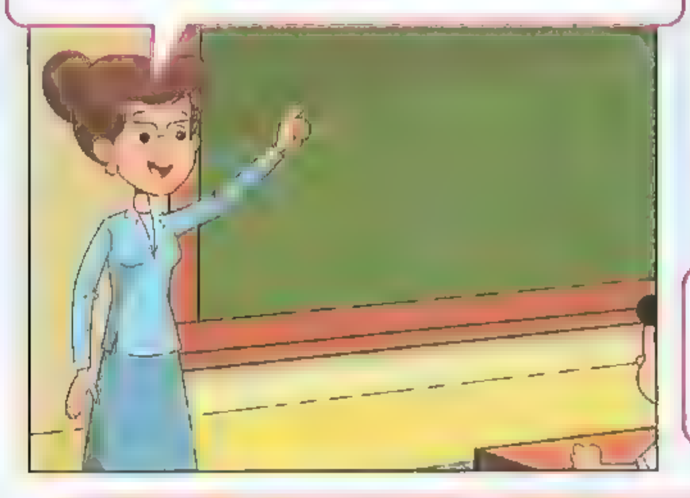
My heart is a strong organ.

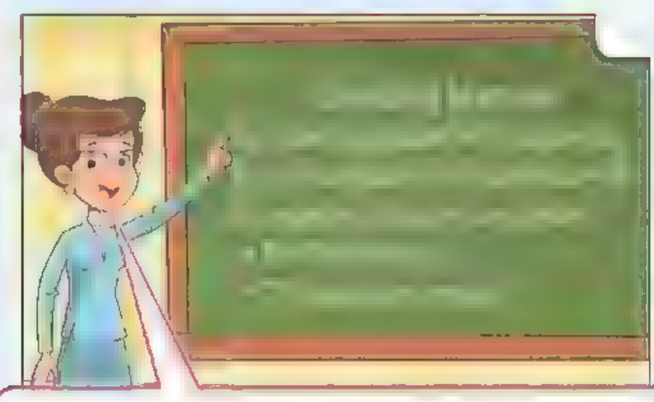
- **Parents' tips: Activity (3):** Help your child read the given "short poem", then let him/her try to write his/her own "poem" about the heart.
- **Aim:** Create a short poem about the heart.
- **Subject integration:**
  - **English:** Write complete sentences using punctuation, prepositions.
  - **Science:** Mention some information about the heart.
- **Life skills:** Critical thinking - Decision making - Collaboration - Reading - Writing.



Exercising My Heart

Activity 1 Read, then answer:





From your reading, complete:

1. The heart is a ....
2. The stronger our hearts are, the .... they work.
3. The more we exercise, the more our .... increases.
4. .... is how fast or slow your heart beats per minute.
5. If the pluses in 30 seconds = 36 , then = ...+.......... = ... beats per minute.

Hypothesis

Do you think your heart rate remains the same in all activities?

☐ Yes. ☐ No.

- **Parents' tips: Activity (1):** Help your child understand that the speed of our heart beats increases or decreases according to the activity we do, this is called the "Heart Rate" and help him/her understand how the heart rate is calculated, then let him/her answer the questions.
- **Aim:** Learn how to measure pulse and record heart rate data.
- **Subject integration:** - **English:** Read and understand informational texts.
  - **Math:** Use strategies of addition in calculating heart rates.
  - **Science:** Determine the heart rate.
- **Life skills:** Critical thinking - Communication - Collaboration - Reading.

Perform the given activities in 30 seconds, 1 minute & 2 minutes. Record your pulse, then calculate the heart rate.

Heart rate chart

Feel the pulse with your finger tips and count.

A Counting pulse in "15 seconds"

Activity	[illegible]	[illegible]	
Resting	30 seconds	.... + ...	=
	1 minute	.... + ... + ... +.......	=
	2 minutes	.... + ... + ... +.......+.......+....... +.......+.......	=
Jogging (running)	30 seconds	.... + ...	=
	1 minute	.... + ... + ... +.......	=
	2 minutes	.... + ... + ... +.......+.......+....... +.......+.......	=

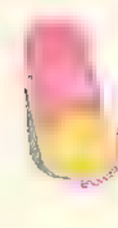
B Counting pulse in "30 seconds"

Activity	Length of the activity	Calculations	
Playing video games	30 seconds	....	=
	1 minute	.... + ...	=
	2 minutes	.... + ... + ... +.......	=
Jumping rope	30 seconds	....	=
	1 minute	.... + ...	=
	2 minutes	.... + ... + ... +.......	=

* Which activities have the highest heart rate?

◯ Running. ◯ Jogging. ◯ Playing video games. ◯ Jumping rope.

* Is your hypothesis correct? ◯ Yes ◯ No



- **Parents' tips: Activity (2):** Help your child record his/her pulse in the 15 & 30 seconds after performing the given activities for each, then let him/her calculate their heart rate in 30 seconds, 1 minute & 2 minutes.
- **Aim:** - Test hypotheses about the impact of exercise on heart rate.
  - Analyze test results.
- **Subject integration:** - **English:** Read and understand informational texts.
  - **Math:** Use strategies of addition in calculating heart rate.
  - **Science:** Determine the heart rate.
- **Life skills:** Critical thinking - Collaboration.

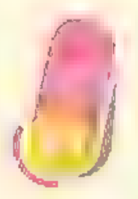
Tree of Health

Let us make a "Tree of health":

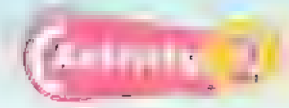
The tree has 4 main branches, about the body parts we learned:

☐ Skin ☐ Bone & Muscles ☐ Stomach ☐ Heart

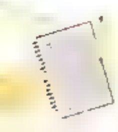
- **Parents' tips:Activity (1):** Let your child organize the important facts that he/she has learned about each body part, then assist him/her to use the internet to find more healthy facts about the "Skin", "Stomach","Bones" & "Muscles" to add his/her knowledge to the tree leaves.
- **Aim:** Creating a visual display to create a "Tree of Health".
- **Subject integration:** - **English:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **Science:** Collect information about body parts.
- **Life skills:** Critical thinking - Communication - Decision making - Writing.



Four Steps of the Writing Process



Read and learn:

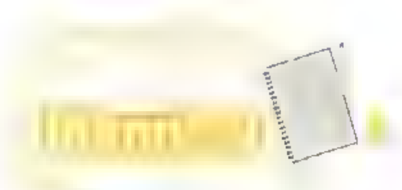
	DEFINITION	
	Brainstorm ideas and organize your topic	• Think about what you want to say. • Talk about your ideas with a friend to find a main idea. • Use a list or web to organize your ideas.
	Create a rough copy of your writing.	• Write your ideas in order. • Arrange them into sentences. • Write an opening sentence, fact to know and closing sentence.
	Improve your writing	• Did I use correct punctuation (capitalization)? • Did I spell my words correctly? • Are my sentences logical?
	Create a clean final copy.	• Type your writing or copy it neatly on a new piece paper. • Think of an interesting title • Share your writing.

- **Parents' tips: Activity (2):** Assist your child to understand & identify the steps of the "Writing Process" and to begin the transition to the new writing process.
- **Aim:** Identify the steps of the writing process.
- **Subject integration: - English:** Read and understand informational texts.
- **Life skills:** Critical thinking - Communication - Decision making - Self management Reading.

Arrange the steps of writing process (1 - 4), and match each to its definition:

Create a final clean copy.

....



Improve your writing.

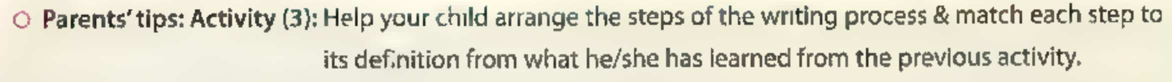
....

Create a rough copy of your writing.

....

Brainstorm ideas & organize topics.

....



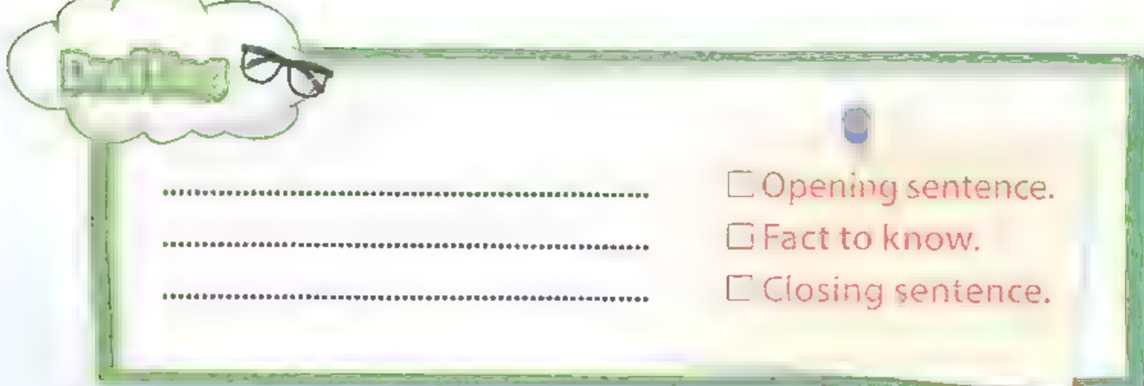
- **Parents' tips: Activity (3):** Help your child arrange the steps of the writing process & match each step to its definition from what he/she has learned from the previous activity.
- **Aim:** Identify the steps of the writing process.
- **Subject integration: - English:** Ask and answer questions to demonstrate understanding of a text.
- **Life skills:** Critical thinking - Communication - Decision making - Self-management.

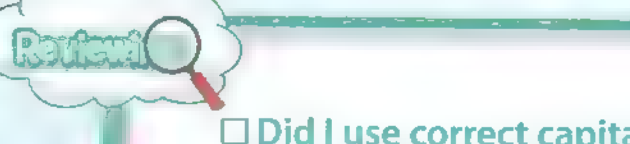
Create a book to teach others how we can keep our body parts healthy.

Brainstorming & planning

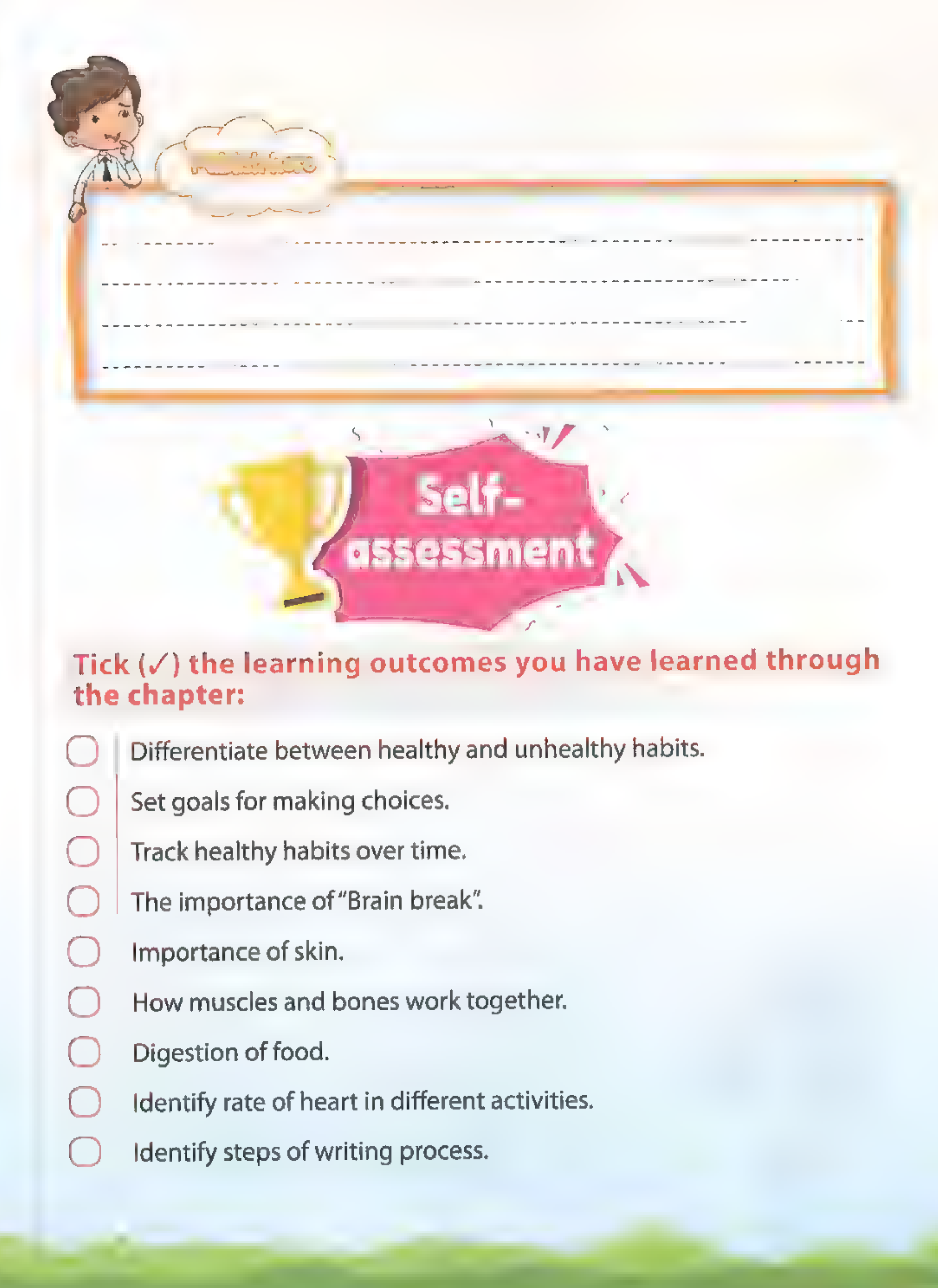
I will write about ....

- ☐ Bones & muscles.
- ☐ Stomach.
- ☐ Skin.





- ☐ Did I use correct capitalization?
- ☐ Did I use correct punctuation?
- ☐ Did I spell my words correctly?
- ☐ Are my sentences logical?



Tick (✓) the learning outcomes you have learned through the chapter:

- ◯ Differentiate between healthy and unhealthy habits.
- ◯ Set goals for making choices.
- ◯ Track healthy habits over time.
- ◯ The importance of "Brain break".
- ◯ Importance of skin.
- ◯ How muscles and bones work together.
- ◯ Digestion of food.
- ◯ Identify rate of heart in different activities.
- ◯ Identify steps of writing process.

Find the words in the box below:

- Habit
- Healthy
- [illegible]
- Bones
- Muscles
- Stomach
- Organ
- Body
- Skull
- [illegible]
- Saliva
- Digestion

V	O	K	T	J	X	F	L	G	O	A	N	Z
Z	R	I	S	V	H	E	H	Q	M	V	H	S
H	G	H	A	B	I	T	R	Z	G	L	E	R
P	A	X	L	V	N	D	O	F	[illegible]	P	A	M
S	N	E	I	A	T	P	C	G	E	N	L	F
T	R	A	V	B	O	D	Y	B	A	J	T	V
O	V	Q	A	J	R	S	F	X	R	A	H	I
M	C	H	N	E	H	D	H	G	T	O	Y	P
A	W	B	O	N	E	S	B	D	J	R	F	G
C	J	A	K	T	Z	P	W	I	G	O	Q	L
H	J	R	F	C	M	T	A	G	S	V	Z	K
K	N	G	Q	Y	U	L	I	E	O	J	H	E
P	T	A	I	N	S	R	W	S	[illegible]	K	I	N
O	M	B	Z	C	C	U	M	T	O	C	D	E
A	S	K	U	L	L	N	Y	I	R	X	T	A
L	U	Q	V	X	E	J	I	O	M	Z	S	Q
M	T	R	Z	Y	S	B	G	N	K	A	E	O

Anger management dice game questions

One: When did you handle your anger in a positive way?

Two: [illegible] a way that can calm you down when you are angry.

Three: When was the last time you didn't handle your anger? And what happened afterwards?

Four: [illegible] a reason to stay calm, when you get angry.

Five: Name your friend who can stay calm when he/she is angry.

CHAPTER 3

"Get Fit with Healthy Eating"

Chapter Overview

- Students discover new applications for previous learning about healthy habits.
- Students use prior learning experiences to plan a healthy space to play and work at school.

- Students search for important nutrients that the body needs to be healthy.
- Students learn how to read the nutrition facts (information) on packaging labels and use them to make healthy choices.
- Students design and test different materials for storing food at the canteen.

- Students synthesize learning about healthy choices by creating a collaborative plan for a canteen at the school.
- Students present the plan in both written and oral forms.

Pacing Guide

Lesson		Students will:	Key Vocabulary
Discover	1	- Identify healthy habits by reviewing previous learning. - Plan a healthy space for the school.	- Canteen
	2	- Identify personal connections to fictional characters. - Create a list of questions to complete a task. - Categorize a variety of foods.	- Sort
Learn	3	- Define and explain vocabulary words. - Analyze nutrients found in current diet. - Research a nutrient and identify foods in which it is found.	- Carbohydrates - Diet - Fats - Nutrients - Protein
	4	- Create a collage to show foods containing certain nutrients. - Identify nutrients found in specific foods.	- Minerals - Vitamins
	5	- Compare and contrast fresh and processed foods. - Determine effects of sugar on the body. - Discover alternatives to fresh fruits and vegetables.	- Fresh food - Processed food
	6	- Interpret nutrition information on food packaging. - Use nutrition facts on a packaging label to determine if the food is healthy.	- Calories - Ingredients - Serving size - Nutrition label - Percent (%) daily value
	7	- Explain the importance of drinking water. - Design a way to educate others about the importance of drinking water. - Set goals for drinking water every day.	- Dehydrated - Hydrated
	8	- Use a design process to make a container to keep food cold. - Collaborate with others to give and receive peer feedback.	- Zeer pot
Share	9	- Collect data to determine effectiveness of a design. - Trace a timeline of food storage through history.	- Timeline
	10	- Synthesize learning about healthy choices to develop a plan for a canteen. - Present elements of the canteen plan in both written and oral forms.	- Items (elements)

A Canteen At School

Activity 1 Read and learn:

Mum, today our teacher told us that they will build us a canteen at the school.

That's great!

Do you know what a canteen is?

Yes, I do. It is the place where you can get food like snacks.

Our teacher asked us to list the food we would like to have in our canteen.

So, what kind of food are you going to choose, Sally?

mmm..?!

- **Parents' tips: Activity (1):** Assist your child to read the story and understand the meaning of the word "canteen", then help him/her guess what kind of food Sally will choose for her school canteen.
- **Aim:** Identify the meaning of the word "canteen".
- **Subject Integration:**
  - **English:** • Read and understand the story.
    • Ask and answer questions about key details in the story.
  - **Economics and Applied Sciences:** Identify healthy habits.
- **Life skills:** Communication - Critical thinking - Reading.

After knowing what is "Canteen", circle the healthy food you want:

Nuts | Popcorn | Candies | Fresh juice

Potato chips | Yogurt | Milk | Strawberry

Soda | Water | Doughnut | Orange

Answer:

1. I will choose ....nuts...., ..., ..., ..., ..., ... ,
................, ...

   As they are ☐ healthy ☐ unhealthy

2. I won't choose ...., ..., ..., ...,

   As they are ☐ healthy ☐ unhealthy

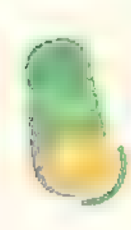
- **Parents' tips:** Help your child choose the healthy food from the canteen.
- **Aim:** Identify the importance of healthy food for our bodies.
- **Subject integration:**
  - **English:** Ask and answer questions about the importance of healthy food.
  - **Science:** Differentiate between the healthy and unhealthy food
- **Life skills:** Decision-making.

A Healthy Space

Tick (✓) the healthy activities you would like to practice, then draw a healthy space for your school:

Stay positive & [illegible]	[illegible]	[illegible]
☐ Reading	☐ Playing football	☐ Drinking juice
☐ Drawing	☐ Body exercising	☐ Eating fruits
☐ Writing stories	☐ Playing tennis	☐ Eating vegetables
☐ Studying	☐ Playing volleyball	☐ Eating healthy snacks

- **Parents' tips: Activity (2):** Help your child understand that a healthy space is a space where he/she can stay physically and mentally healthy, then let him/her draw a healthy space.
- **Aim:** Plan a healthy space for the school.
- **Subject integration:**
  - **Science:** Identify how to stay healthy.
  - **Art:** Create an art.
- **Life skills:** Communication.



Lesson 2

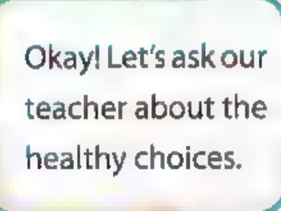
Food for a School Canteen

Activity 1 **Read how Ramy & Sally shared ideas for the food they want to have in their canteen:**

The top three foods I would like to put in the canteen are pop-corn, canned juice and apples.

I would like to have apples too, yogurt and sweets to give me energy.

We all need energy, but there are other healthy choices that can give you energy.

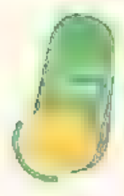


Answer:

1. .... , ... and .... are the food that I would choose for my school canteen.
2. Do you think that your choices are similar to the story characters?

Yes No

- **Parents' tips: Activity (1):** Assist your child to read the story, then help him/her answer the questions.
- **Aim:** Identify personal connections to fictional characters.
- **Subject integration:**
  - **English:** • Read and understand the story.
    • Answer questions.
  - **Science:** Determine benefits of some food.
- **Life skills:** Communication - Critical thinking - Reading.



Activity (2) **Sort the foods below into the category lists shown in the opposite page:**

Mango	Apple	Yogurt	Bread
Honey	Nuts	Burger sandwich	Strawberry
Cucumber	Chocolate milk	Soda	Orange juice
Meat	Fish	Chicken	Eggs
Popcorn	Candies	Potato chips	Lettuce

- **Parents' tips: Activity (2):** Assist your child to sort the given foods into the shown category lists "sweet, not sweet, fresh, cooked, etc,....".
- **Aim:** Categorize a variety of foods.

Sweet

EX. Honey

Not sweet

EX. Bread

Fresh

Cooked

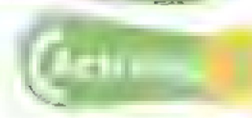
Canned

Healthy

Unhealthy

- **Subject integration:**
  - **Science:** • Identify the different food categories.
    • Sort foods into different categories.
- **Life skills:** Critical thinking.

My Diet



Read & Learn about the difference between "Diet" and "Nutrient":

Diet:
Is the food we eat regularly which includes the [illegible] and [illegible] of food we eat.

Nutrients:
Are the elements found inside our food which give our bodies [illegible].

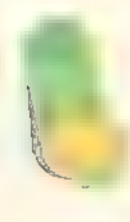
Complete using the given words:

Energy - Diet - Nutrients

1. .... is the food we eat regularly.
2. .... are the elements found inside food.
3. Nutrients give us ....

Parents' tips: Activity (1): Assist your child to understand the difference between "diet" and "nutrient", then help him/her answer the questions.

- **Hint:** the word "diet" has 2 meanings, (to lose weight) or (the food we eat regularly).



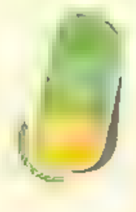
- **Aim:** Define and explain vocabulary words.
- **Subject integration:** - **English:** Define words.
  - **Applied science:** Identify the difference between "diet" and "nutrient".
- **Life skills:** Observation - Communication - Reading.

Look at the food list below, then answer:

Complete:

1. .... , ... and .... are the foods with nutrients that give us energy and keep our bodies healthy.
2. We can choose .... and .... for breakfast.
3. We can choose .... and .... for lunch.
4. We can choose .... for dinner.
5. We can choose .... and .... for healthy snacks.

- **Parents' tips: Activity (2):** Help your child look at the given foods and complete the given sentences.
- **Aim:** Identify the type of your diet (healthy or unhealthy).
- **Subject integration:**
  - **English:** Answer questions.
  - **Applied science:** Identify whether your diet is a healthy one or not.
  - **Economics:** Data analysis.
- **Life skills:** Communication - Decision-making - Critical thinking.



Nutrients

Let's know about the nutrients in our food.

Proteins

Make our muscles stronger

As in: Meat, poultry, fish, dry beans, eggs and nuts.

Carbohydrates

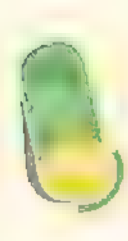
Give us energy

As in: Bread, cereal, rice and pasta.

Fats

Give us energy too.

As in: Milk, yogurt cheese, butter and oil.



- **Parents' tips:** Help your child identify the different nutrients found in his/her food and their importance to keep our bodies healthy.
- **Aim:** Analyze the nutrients found in a diet.
- **Subject integration:**
  - **English:** Ask and answer questions about the importance of different nutrients.
  - **Applied science:** Identify the different types of nutrients (as Fats, Proteins, etc,....).
- **Life skills:** Communication - Reading.

Search about the nutrients & benefits of Avocado & Beans, then answer:

Avocado

1. .... is the main nutrient found in avocado.
2. This nutrient helps my body by ....
   - ☐ giving me energy
   - ☐ making my muscles stronger

Beans

1. .... is the main nutrient found in beans.
2. This nutrient helps my body by ....
   - ☐ giving me energy
   - ☐ making my muscles stronger

Do research about more types of food for each nutrient:

Carbohydrates	Proteins	Fats

- **Parents' tips: Activity (3):** Help your child answer the questions from what he/she has learned about different food nutrients.
  - **Hint:** Help your child use the Internet to find more examples on each nutrient.
- **Aim:** • Analyze the nutrients found in different foods.
  • Research a nutrient and identify foods in which it is found.
- **Subject integration:** • English: • Answer questions.
  • Information and communication technologies: Use digital sources to answer a specific question.
- **Life skills:** Critical thinking - Communication.

Search about the nutrients in each type of food.

Complete using the given words:

Carbohydrates - Proteins - Fats

....

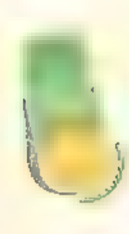
....

....

....

....

....

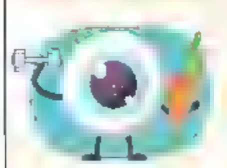


- **Parents' tips:** Help your child use the Internet to identify the main nutrient found in each of the given foods.
- **Aim:** Analyze the nutrients found in different types of food.
- **Subject integration:**
  - **Applied science and Economics:** Identify the main nutrient in different types of food.
  - **Information and communication technologies:** Use digital sources to do a research.
- **Life skills:** Communication - Critical thinking.

Vitamins and Minerals

Activity (1) Read & learn about "Vitamins" and "Minerals":

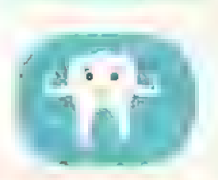
Vitamins



are important nutrients that our bodies need in small amounts to grow and function well.

Example: Vitamin (A) in carrots which is good for our eyes.

Minerals



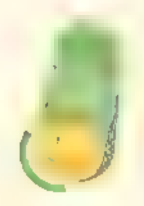
are substances that our bodies need to stay healthy.
Example: Calcium in milk which is good for our bones and teeth.

Complete:

1. Eating .... is good for our eyes.
2. .... are important nutrients that our bodies need in small amounts.
3. Drinking .... is good for our bones and teeth.
4. .... are substances that our bodies need to stay healthy.

Parents' tips: Activity (1): Assist your child to read and understand that there are other important nutrients in our food, such as "Vitamins" and "Minerals".

- **Aim:** Identify the nutrients found in our food and their importance for our bodies.
- **Subject integration:**
  - **English:** Read and understand the text.
  - **Applied science:** Identify the different types of nutrients (such as: vitamins, minerals, etc...).
- **Life skills:** Communication - Critical thinking - Reading.



Activity 2 Tick (✓):

1. Orange and guava are rich in vitamin ....

☐ C ☐ D ☐ K

2. We need all vitamins to ....

☐ grow ☐ stay healthy ☐ be weak

orange guava

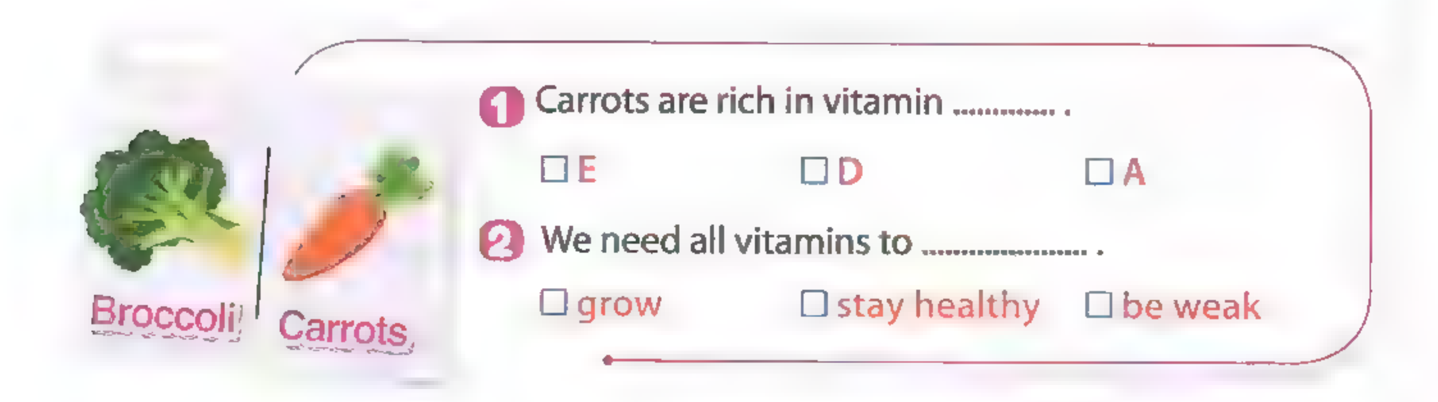
1. .... is a mineral found in cheese and yogurt.

☐ Iodine (I) ☐ Calcium (Ca) ☐ Manganese (Mn)

2. We need all the minerals to ....

☐ grow ☐ stay healthy ☐ be weak

Yogurt Cheese



1. Carrots are rich in vitamin ....

☐ E ☐ D ☐ A

2. We need all vitamins to ....

☐ grow ☐ stay healthy ☐ be weak

Broccoli Carrots

- **Parents' tips: Activity (2):** Help your child identify the main nutrient (vitamin or mineral) in each of the given food, then choose the word that describes the benefit of each nutrient to our bodies.

  Hint: Help your child use the internet to find the main nutrient found in each type of food.
- **Aim:** Identify nutrients found in specific foods.

Fish

1. .... and .... are minerals found in fish.

☐ Calcium (Ca) ☐ Phosphorus (P) ☐ Chlorine (Cl)

2. We need all the minerals to ....

☐ grow ☐ stay healthy ☐ be weak

1. Nuts are rich in vitamin ....

☐ D ☐ E ☐ C

2. We need all the vitamins to ....

☐ grow ☐ stay healthy ☐ be weak

Nuts

1. .... is a mineral found in watermelon.

☐ Iron (Fe) ☐ Potassium (K) ☐ Selenium (Se)

2. We need all the minerals to ....

☐ grow ☐ stay healthy ☐ be weak

Watermelon

- **Subject integration:**
  - **Applied science:** Identify the importance of nutrients for our health.
  - **Economics:** Data analysis.
  - **Information and communication technologies:** Use digital sources to answer specific questions.
- **Life skills:** Critical thinking.

Nutrient Scavenger Hunt

Tick (✓) the nutrients found in each of the following foods:

Food : Sweet potato

- ✓ Carbohydrates
- ✓ Proteins
- ○ Fats
- ✓ Vitamins
- ✓ Minerals

Food : Grapes

- ○ Carbohydrates
- ○ Proteins
- ○ Fats
- ○ Vitamins
- ○ Minerals

Food : Pumpkin

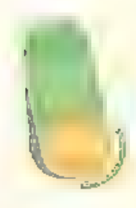
- ○ Carbohydrates
- ○ Proteins
- ○ Fats
- ○ Vitamins
- ○ Minerals

Food : ....

- ○ Carbohydrates
- ○ Proteins
- ○ Fats
- ○ Vitamins
- ○ Minerals

Parents' tips: Activity (3): Assist your child to identify the nutrients in each food card, then let him/her write the name of the food of his/her choice and identify its nutrients.

- **Aim:** Identify nutrients found in specific foods.
- **Subject integration:**
  - **Applied science:** Identify the nutrients found in different types of food.
- **Life skills:** Critical thinking – Decision-making.



Draw the food you want to eat, then answer:

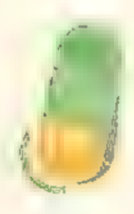
Tick (✓) the nutrients in your plate:

1. Carbohydrates ☐
2. Proteins ☐
3. Fats ☐
4. Vitamins ☐
5. Minerals ☐

Parents' tips: Activity (4): Help your child fill his/her plate with different types of healthy food rich in different nutrients, then let him/her identify the type(s) of nutrients found in the plate.

- **Hint:** Your child can fill the plate either by drawing and coloring or by sticking pictures of food.

- **Aim:** Identify nutrients found in specific foods.
- **Subject integration:** - **Art:** Create an art to express what you learned.
  - **Applied science:** Identify the different types of nutrients.
- **Life skills:** Creativity - Communication - Decision-making - Critical thinking.



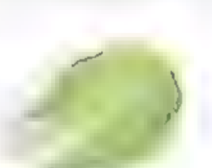
Eating Rainbow

Red
Orange
Yellow
Green
Blue
Indigo
Violet

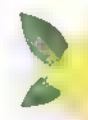
Activity (1) Sort each of the following fruits and vegetables according to color:

Grapes

Pumpkin


Lettuce

Banana


Lemon

Strawberry

Cabbage

Carrot

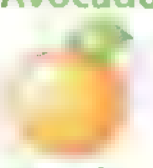
Avocado

Blue Berries

Kiwi

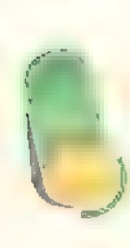
Pomegranate

Spinach


Peach

Eggplant

- **Parents' tips: Activity (1):** Help your child sort the given fruits and vegetables according to their color in the given table, then help him/her understand that eating colorful and white food is very important for our bodies as they have lots of nutrients.



- **Aim:** • Identify the importance of eating a variety of healthy foods.
  • Categorize a variety of foods.

Sort here

[illegible]	Orange	Yellow	[illegible]	Blue/indigo	[illegible]
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....

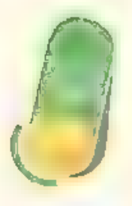
Eating rainbow:

Is the variety of fruits and vegetables that we eat, which provide our bodies with different minerals and vitamins.

Some foods are white in color and contain important nutrients.

ex: onions, mushrooms, garlic and taro.

- **Subject integration:**
  - **English:** Define words.
  - **Art:** Sort food according to its color.
  - **Applied science:** Identify the different types of nutrients in a variety of foods.
  - **Economics:** Data analysis.
- **Life skills:** Observation - Critical thinking - Reading.



How Much Sugar

Learn, then answer:

Eating too much sugar causes some bad effects to our bodies.

Effects of extra sugar

Causes Tooth decay.

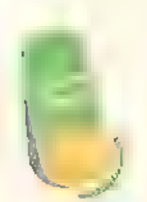
Adds stress to our hearts.

Feeling anxious.

Gaining unhealthy weight.

Parents' tips: Activity (2): Discuss with your child that eating too much sugar causes harmful effects to our bodies and health, then help him/her answer the questions.

Aim: Determine the effects of sugar on the body.



Tick (✓) :

1. Eating extra sugar causes bad effects to our bodies. ☐
2. Eating extra sugar makes us feel happy. ☐
3. Eating extra sugar adds stress to our hearts. ☐
4. Eating extra sugar causes tooth decay. ☐
5. Eating extra sugar makes us gain weight. ☐
6. We should stop eating extra sugar. ☐

- **Subject integration:**
  - **English:** Answer questions about key details in a text.
  - **Applied science:** Describe the negative consequences of eating too much sugar.
- **Life skills:** Decision-making - Communication.

Fresh vs Processed

Learn, then answer:

Fresh peach

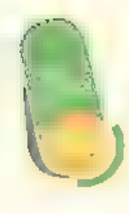
Processed peach

Fresh peach	Processed peach
It has natural sugar.	Extra sugar is added.
The peel has a lot of nutrients.	The peel is taken off, so some nutrients are lost.

Tick (✓):

1. The peel is taken off from fresh peach. ☐
2. Fresh peach has more nutrients. ☐
3. Extra sugar is added to processed peach. ☐
4. Fresh peach has natural sugar. ☐
5. Fresh peach is very healthy. ☐

- **Parents' tips: Activity (3):** Help your child understand the difference between "fresh" and "processed" food, and discuss with him/her other examples, then let him/her answer the questions.
- **Aim:** Compare and contrast fresh and processed foods.
- **Subject integration:**
  - **English:** Answer questions about key details in the text.
  - **Applied science and Economics:** Differentiate between fresh and processed foods.
- **Life skills:** Critical thinking - Reading.



Time for a Snack

Activity 4 **Learn, then answer:**

Fresh grapes	Dried grapes	Processed grapes
Natural sugar	Natural sugar	Extra sugar is added.
Lots of nutrients	Lots of nutrients	Some nutrients are removed
Contain water	Dried in the Sun "lose water"	Contain water

Complete:

1. .... and .... have lots of nutrients.
2. Some nutrients are removed from ....
3. Extra sugar is added to ....
4. .... has no .... as it is dried in the sun.
5. .... and .... are very healthy.
6. .... is a snack we choose to eat when we are hungry.

- **Parents' tips: Activity (4):** Help your child understand the difference between "fresh", "dried" and "processed" food, then let him/her answer the questions.
  - **Hint:** Explain to your child that we can eat both the "processed" and "dried" foods during the whole year.
- **Aim:** Compare and contrast fresh, processed and dried foods.
- **Subject integration:**
  - **English:** Answer questions about key details in the text.
  - **Applied science and Economics:** Differentiate between fresh, dried and processed food.
- **Life skills:** Critical thinking Reading.

What is in the Package?

Look at the given information on the package, then answer:

Nutrition Facts
Serving Size 2 tbsp. (40g)

Amount Per Serving
Calories 200 — Calories From Fat 90

		Daily Values%
Total Fat	10 g	15
Total Carbohydrates	22g	8
Dietary Fibers	1 g	3
Sugars	16 g	
Protein	6 g	
Vitamin A 0%	Vitamin C 0%	
Calcium 2%	Iron 11 %	

Ingredients

Pure Sesame Paste, Sucrose. Glucose Syrup. Fructose Syrup.

Keep away from heat, humidity and direct sunlight.

1. This product contains sugar.
   - ☐ Yes
   - ☐ No
2. The first ingredient in that package is ....
   - ☐ tomato sauce
   - ☐ sesame paste
3. .... are the minerals found in the product.
   - ☐ Calcium and zinc
   - ☐ Calcium and iron
4. This product is stored ....
   - ☐ away from heat and sunlight
   - ☐ in the sunlight

Parents' tips: Activity (1): Help your child look at the label of a packaged food, then let him/her answer the given questions using "See-Think-Wonder" strategy, to identify the ingredients and the nutrition facts of this product.

Aim: Learn nutrition information on food packaging.

Tick (✓) the correct inference:

1. This product has a sweet taste.

   ☐ Yes ☐ No

2. This product has healthy nutrients.

   ☐ Yes ☐ No

3. We can store this product in the balcony.

   ☐ Yes ☐ No

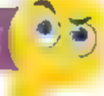
4. The main ingredient in this product is ....

   ☐ glucose ☐ sesame paste

5. The name of this product may be ....

   ☐ jam ☐ halwa

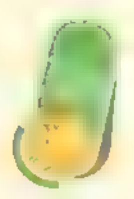
Note:
Ingredients on the product are listed in order from the most to the least where the first is the main one.



Tick (✓) what you need to know:

- ○ Is that product healthy?
- ○ What is meant by the word "calorie"?
- ○ What is meant by "daily value"?
- ○ Which ingredient was used in the largest/ smallest amount?

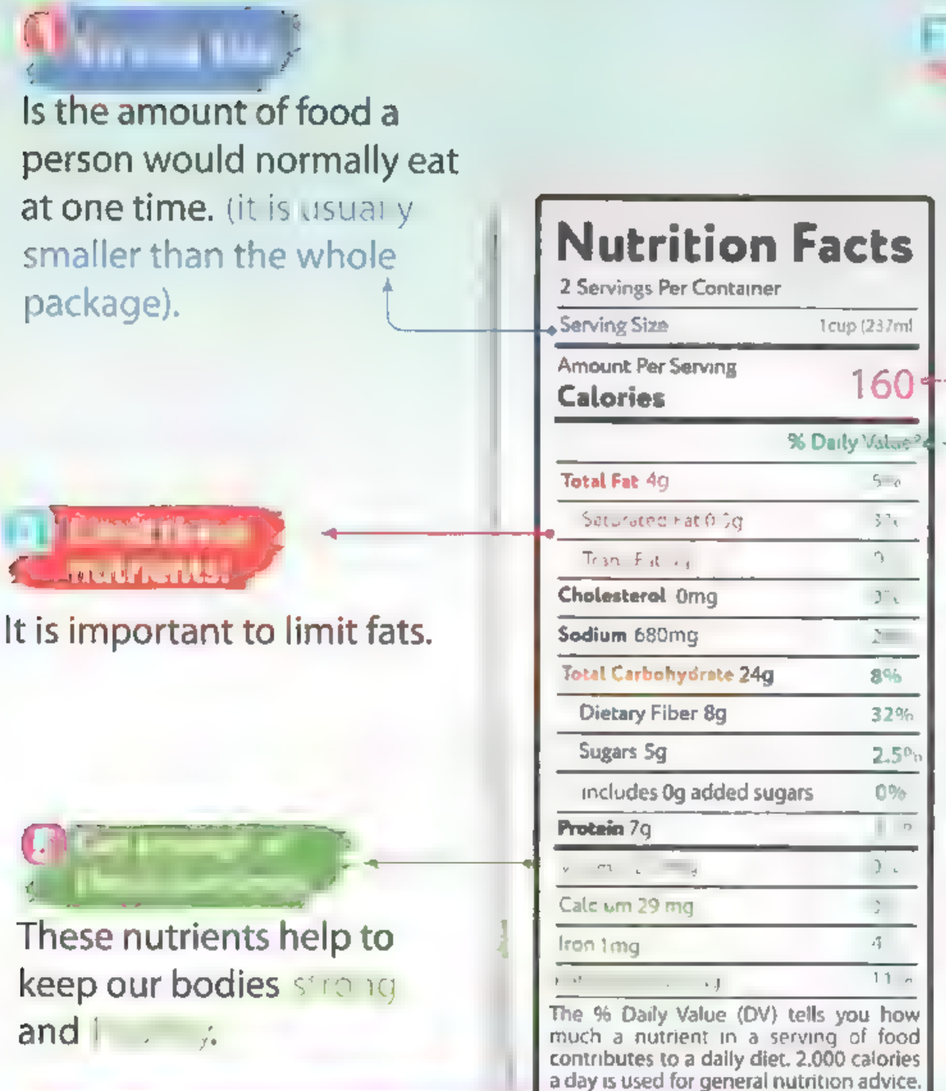
- **Subject integration:**
  - **English:** Ask and answer questions about the label of a packaged food.
  - **Applied science:** Explain what health information can be found on a food package.
- **Life skills:** Observation - Critical thinking.



How to read Nutrition Facts

"The information on the label of a food package, helps us make healthy choices"

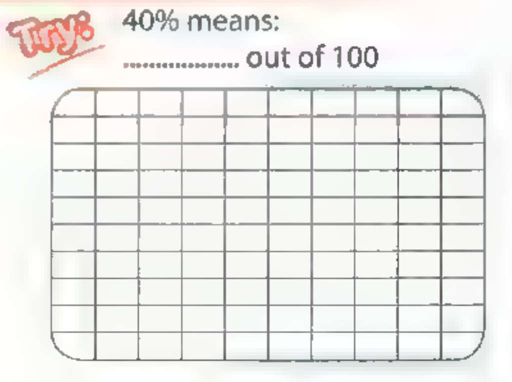
Activity **Look at the package nutrition facts, then answer:**



How to read daily value

13% means:
13 out of 100

Try: 40% means:
.... out of 100



Tick (✓):

1. The serving size for that product is ....

   ◯ 1 cup ◯ 2 tablespoons ◯ 2 cups

2. The amount of energy in one serving of this product is .... calories.

   ◯ 2 ◯ 120 ◯ 160

3. If the total amount of fats in one serving is 5% so, it is .... in fats.

   ◯ low ◯ medium ◯ high

4. If the total amount of carbohydrates in one serving is 8%, then it is .... in carbohydrates.

   ◯ low ◯ medium ◯ high

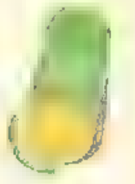
5. Which of these nutrients should we limit?

   ◯ Fats ◯ Carbohydrates ◯ Minerals

6. Is this product a healthy one?

   ◯ Yes ◯ No

- **Parents' tips: Activity (2):** Discuss with your child the information found on the nutritional facts label on the packaged food and explain to him/her how to read the "% daily value", then let him/her answer the given questions.
- **Aim:** Learn nutrition information on food packaging.
- **Subject integration:**
  - **English:** Ask and answer questions about the label of a packaged food.
  - **Applied science and Economics:** Explain what health information that can be found on a food package
- **Life skills:** Observation - Critical thinking.



Comparing Breakfast Cereal

Look at the nutrition facts labels of 2 different cereals, then answer:

Cereal (A)

Nutrition Facts	
10 Servings Per Container	
Serving Size	40g
Amount Per Serving	
Calories	122
	% Daily Value*
Total Fat 1g	
Total sugars 8g	
Protein 4g	
Sodium 210g	
Vitamin D	11%
Iron	55%
Vitamin A	44%
Vitamin B6	44%
Vitamin B12	[illegible]
Magnesium	22%
Zinc	28%

Cereal (B)

Nutrition Facts	
10 Servings Per Container	
Serving Size	40g
Amount Per Serving	
Calories	165
	% Daily Value*
Total Fat 3g	
Total sugars 14g	
Protein 1g	
Sodium 234g	
Vitamin D	28%
Iron	14%
Vitamin A	21%
Vitamin B6	35%
Vitamin B12	[illegible]
Magnesium	0%
Zinc	14%

Tick (✓):

1. Cereal .... has the lowest amount of fats.
   ◯ (A) ◯ (B)
2. Cereal .... has the lowest amount of sugars.
   ◯ (A) ◯ (B)
3. Cereal .... has the highest % daily value of Vitamin B12.
   ◯ (A) ◯ (B)
4. Cereal .... is healthier.
   ◯ (A) ◯ (B)

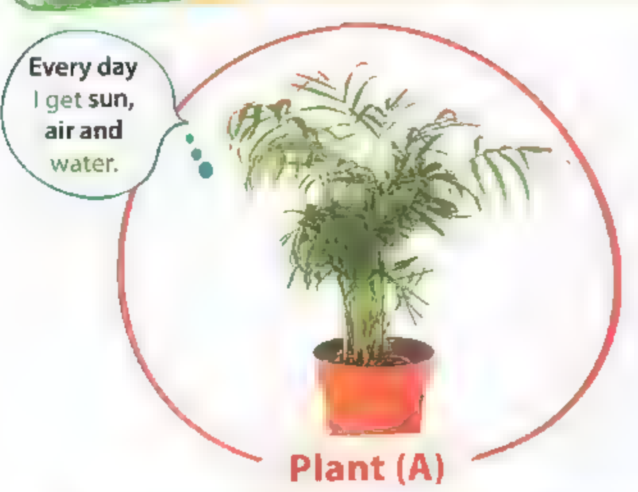
Healthy snacks:
Is a food [illegible] in [illegible] and [illegible], and [illegible]

Parents' tips: Activity (3): Help your child compare between cereal "A and B" by practicing what he/she learned about reading packaged food nutritional facts (label), then let him/her identify which cereal is healthier.

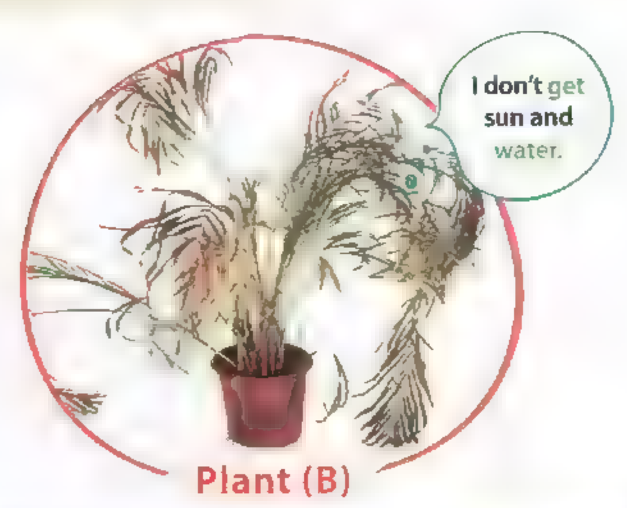
- **Aim:** Use nutrition facts on a packaging label to determine if the food is healthy.
- **Subject integration:**
  - English: Answer questions about the label of a packaged food.
  - Applied science: Explain what health information that can be found on a food package.
- **Life skills:** Observation - Critical thinking.

Are these Plants Healthy?

Activity 1 Look at the pictures, then answer:



Plant (A)

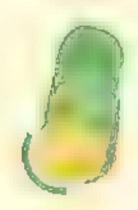


Plant (B)

Tick (✓):

1. Which plant is colorful?
   ◯ Plant (A) ◯ Plant (B)
2. Which plant is dull?
   ◯ Plant (A) ◯ Plant (B)
3. Which plant stands tall and firm?
   ◯ Plant (A) ◯ Plant (B)
4. Which plant looks wilted or limp?
   ◯ Plant (A) ◯ Plant (B)
5. Which plant is healthier?
   ◯ Plant (A) ◯ Plant (B)
6. Water is important for plants to stay healthy.
   ◯ Yes ◯ No

- **Parents' tips: Activity (1):** Help your child compare between plant "A" and "B", then determine the importance of water for plants to stay healthy by answering the questions.
- **Aim:** Explain the importance of water for plants.
- **Subject integration:**
  - **English:** Use visual representations to describe the importance of water for plants.
  - **Science:** Describe the benefits of water.
- **Life skills:** Critical thinking - Observation.



Why Water Matters

Read & learn, then answer:

- We are "**Hydrated**" when we drink enough amount of water, that keeps our bodies function well.

- We are "**Dehydrated**" when we lose too much water without replacing it.
- We lose a lot of water during the day when we breathe, sweat, and when we go to the bathroom.

What are the benefits of water?

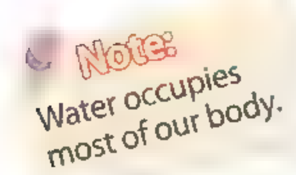
It :

- Keeps our bodies temperature constant.
- Helps joints move properly.
- Protects bones.
- Gets rid of toxins and wastes.
- Dissolves some vitamins.

What happens when we lose too much water?

We will:

- Feel thirsty.
- Feel tired, dizzy and weak.
- Have a headache.
- Become dehydrated.



Drink 2 liters (8 cups) of water every day.

- Parents' tips: Activity (2): Help your child read the given information to understand the importance of drinking water to our bodies, and discuss with him/her the difference between "hydration" and "dehydration", then let him/her answer the given questions.
- Aim: Explain the importance of drinking water.

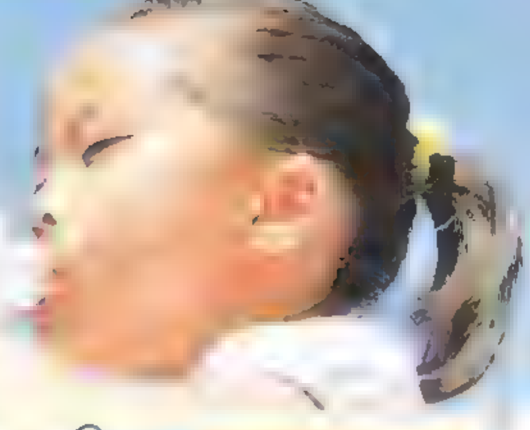
Tick (✓) :

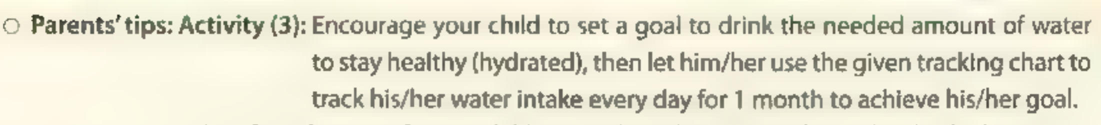
1. .... occupies most of our bodies.
   - ◯ Water ◯ Air ◯ Food
2. .... is when we drink enough amount of water, that keeps our bodies healthy.
   - ◯ Hydration ◯ Dehydration
3. We lose water by ....
   - ◯ drinking ◯ sweating ◯ eating
4. If we lose water without replacing it, we will be ....
   - ◯ hydrated ◯ dehydrated
5. If we are dehydrated, we will feel .... and tired.
   - ◯ dizzy ◯ healthy ◯ happy
6. Water keeps our body temperature ....
   - ◯ high ◯ low ◯ constant
7. We need to drink .... of water every day.
   - ◯ 2 cups ◯ 4 cups ◯ 8 cups
8. Water helps us to get rid of .... and wastes.
   - ◯ toxins ◯ food ◯ vitamins
9. If there is no water, which of these products will you choose to stay hydrated?
   - ◯ Bread ◯ Juice ◯ Chocolate

- **Subject integration:**
  - **English:** • Read and understand the text.
    • Answer questions to learn about the importance of water.
  - **Applied science:** Describe the benefits of water.
  - **Science:** Determine the body water content.
- **Life skills:** Communication - Critical thinking Reading.

Drink Your Water

Color the cups to track your water intake every day:





- **Parents' tips: Activity (3):** Encourage your child to set a goal to drink the needed amount of water to stay healthy (hydrated), then let him/her use the given tracking chart to track his/her water intake every day for 1 month to achieve his/her goal.

  Hint: Copy this paper for your child to record in it the amount of water he/she drinks in 1 year.
- **Aim:** Set goals for drinking water every day.
- **Subject integration:** - **Applied science:** Describe the benefits of drinking water.
- **Life skills:** Self-management.

Everyone Should Drink Water

Activity 4 Tick (✓) the correct answer(s), then draw a poster:

Why drinking water is important?

- [ ] It keeps us hydrated.
- [ ] It protects our bones.
- [ ] It keeps our body temperature constant.
- [ ] It helps us to get rid of toxins.
- [ ] It keeps us dehydrated.
- [ ] It makes us feel dizzy.
- [ ] It lets us lose energy.
- [ ] It helps us stay healthy.

Draw a poster to tell others about the "importance of drinking water":

- **Parents' tips: Activity (4):** Help your child choose from the box the reasons of "Why drinking water is important?", then let him/her use his/her coloring tools to draw a poster to tell others about the "importance of drinking water".
- **Aim:** Design a way to educate others about the importance of drinking water.
- **Subject integration: - Applied science:** Describe the benefits of drinking water.
  - Art: Create an art.
- **Life skills:** Creativity - Sharing.

Keeping Food Cold

Read to know how food was stored in the past & nowadays, then answer:

Note:
Food must be stored well to stay fresh and healthy.

No electricity

Zeer pot

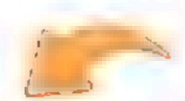
- It is made from 2 ceramic pots, inside each other.
- The space between them is filled with sand and water.

How does it work?
- When water evaporates from the sand, it takes the heat away.
- This acts to cool the inside of the pot, to preserve the food inside.

Zeer pot works best in:
- Breezy area with dry air.
(as wind makes water evaporate faster)
And in the Shadow
(away from the sun)

Nowadays

"Electricity".

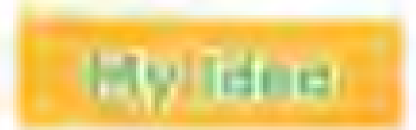


- It is a type of containers that works with electricity.
- It keeps the food inside it cold, to last longer.

Complete:

1. .... is made from 2 ceramic pots, one inside the other.
2. Zeer pot gives the best cooling results when it is kept in .... area with .... air, or in shadow.
3. Nowadays, we use .... to store food.
4. The refrigerator is a type of .... used to .... food.
5. We use .... to make refrigerators work.

- **Parents' tips: Activity (1):** Discuss with your child the difference between storing food in the past & nowadays, then let him/her answer the questions.
- **Aim:** Identify the difference between storing food now and then.
- **Subject integration:** - **English:** Read and understand the text.
  - **Science:** Describe the difference between storing food now and then.
- **Life skills:** Communication Reading.

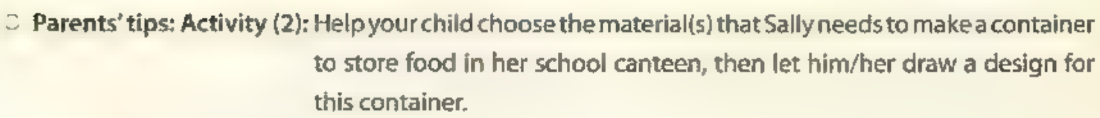


Our school canteen has no electricity!!

Help Sally make a "container" to store the food in her school canteen:

Tick (✓) the material(s) Sally needs for the body of the container:

Tick (✓) the material(s) Sally needs to cover the container:

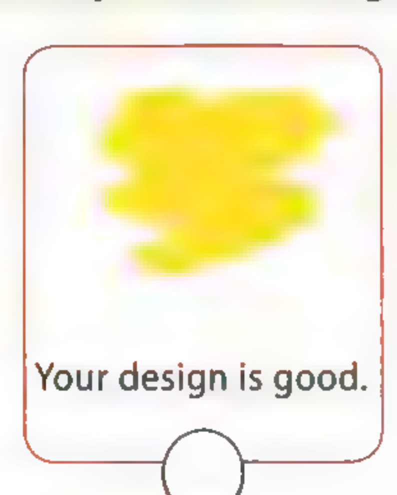


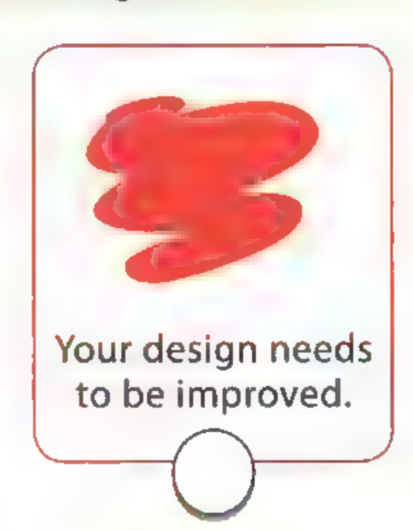
- **Parents' tips: Activity (2):** Help your child choose the material(s) that Sally needs to make a container to store food in her school canteen, then let him/her draw a design for this container.
  - **Hint:** Encourage your child to show his/her container design to his/her family members and friends to get an effective feedback using the "traffic light" strategy.
- **Aim:** • Use the design process to make a container to keep food cold.
  • Collaborate with others to give and receive peer feedback.

Draw a design for Sally's container here:

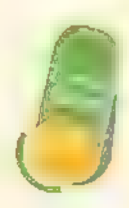
Get a feedback from family/ friends using traffic lights:

Your design is excellent.


Your design is good.

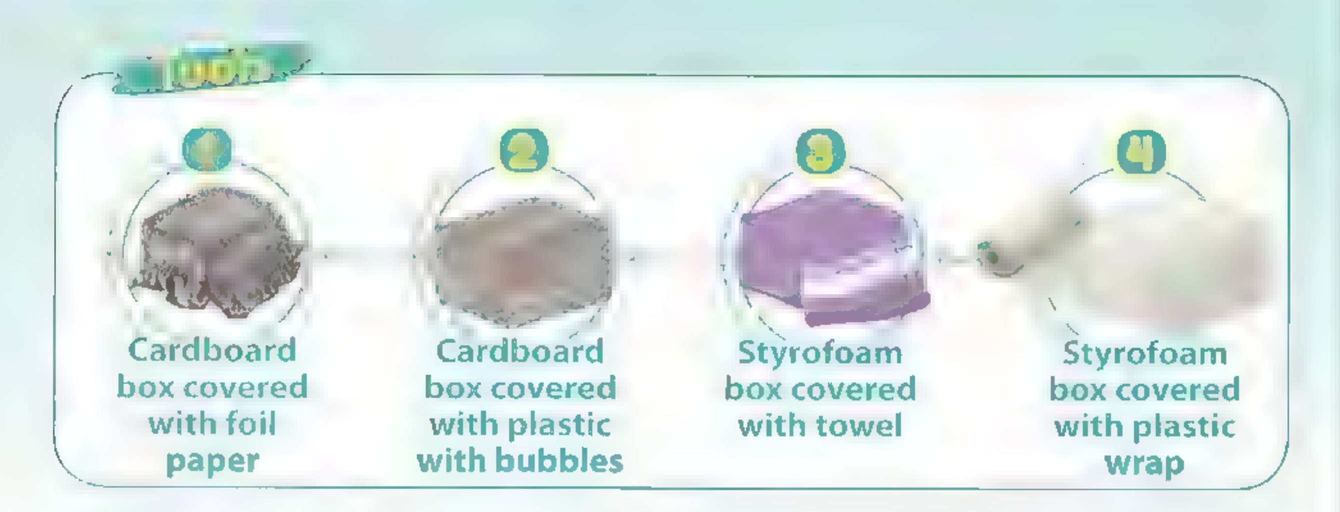

Your design needs to be improved.

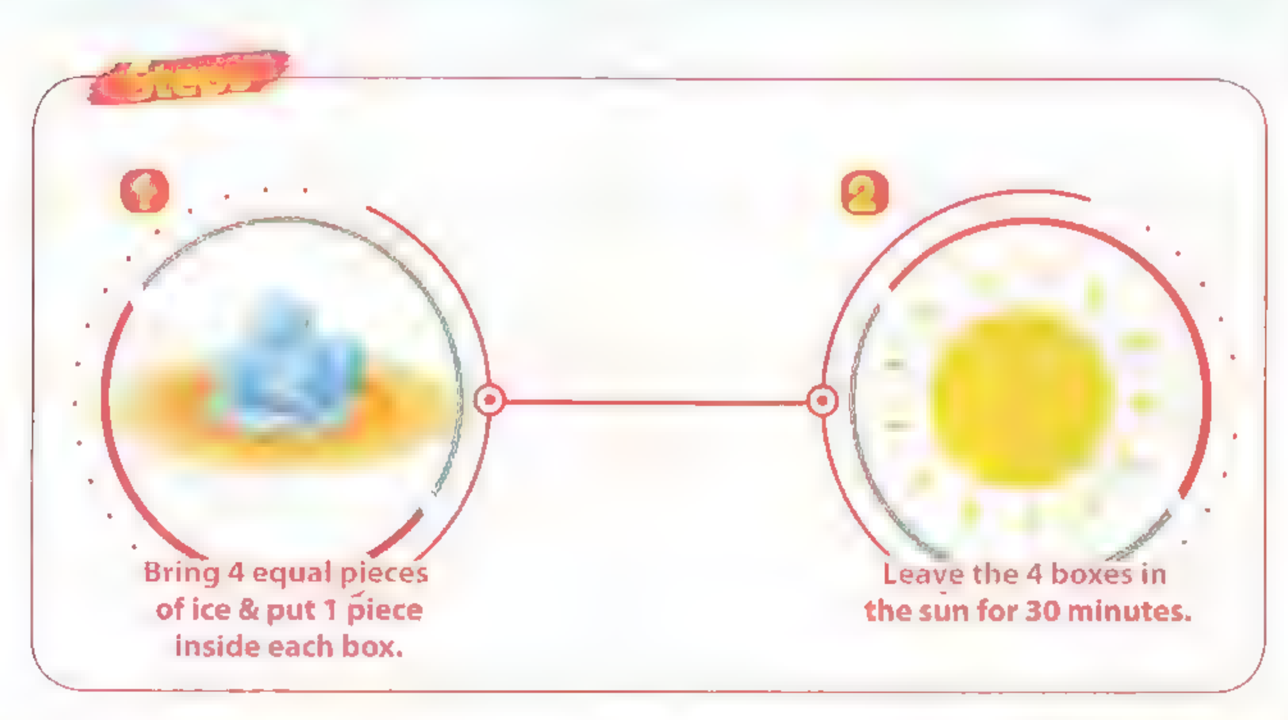
- **Subject integration:**
  - **Science:** Analyze the suitability of various materials to build a container.
  - **Vocational fields:** Work cooperatively with a group to accomplish a task.
  - **Art:** Create an art.
- **Life skills:** Collaboration - Creativity - Accountability.



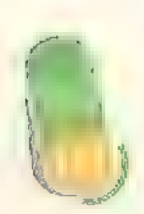
Testing our Containers

Read the steps to test the containers:





- **Parents' tips:** Help your child read and follow the written steps to test the given containers, then help him/her record the results in the given table, and let him/her identify the best container for keeping an ice cube cold as long as possible.
- **Aim:** Collect data to determine the effectiveness of a design.



Observation

Record your results (observation):

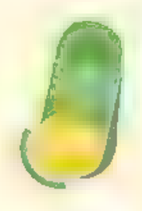
Size of the ice cube	Boxes
Largest	....
	....
	....
Smallest	Box 1

Conclusion

According to your results, tick (✓) the best container that you will use to store food:

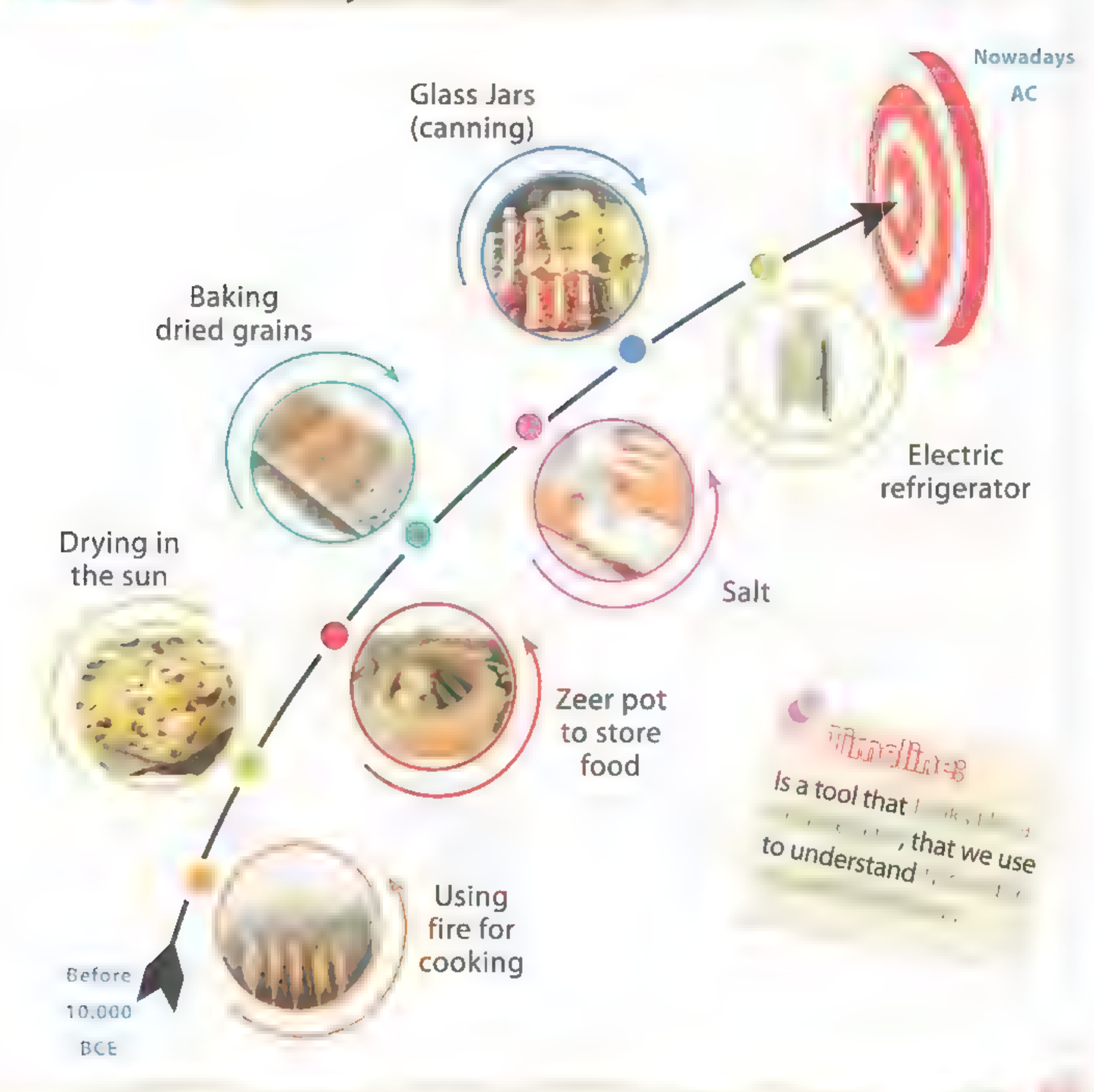
(Box 1)	(Box 2)	(Box 3)	(Box 4)
☐	☐	☐	☐

- **Subject integration:**
  - **Science:** Design simple investigations using simple tests.
  - **Vocational fields:** Work cooperatively with a group of students to accomplish a task.
- **Life skills:** Collaboration - Sharing - Observation - Critical thinking - Accountability.



Food Storage Through Time

Learn the timeline to know how people from the past till nowadays used different methods to store food:



- **Parents' tips:Activity:** Assist your child to understand using the timeline that, along the years there were many ways for storing food, then let him/her answer the questions.
- **Aim:** Trace a timeline of food storage through history.

Tick (✓) :

1. We use .... to understand the order of events in history.

   ◯ map ◯ timeline ◯ zig-zag line

2. The timeline looks like a ....

   ◯ number line ◯ wall chart ◯ bar graph

3. .... is the oldest way for storing food.

   ◯ Drying in the Sun ◯ Salt

   ◯ Using fire to heat and smoke food.

4. .... is the newest way for storing food.

   ◯ Electric refrigerator ◯ Baking dried grains

   ◯ Using glass jars

5. Which of these ways are you using at home for storing food?

   ◯ Drying in the sun ◯ Electric refrigerator

   ◯ Salt ◯ Smoking food

   ◯ Glass jars ◯ Zeer pot

   ◯ Baking dried grains

- **Subject integration:**
  - **Social studies:** Explain the structure and purpose of a timeline to understand the order of events in history.
  - **Applied sciences:** Describe the proper way to store various types of food.
- **Life skills:** Communication - Critical thinking - Reading.

Tick (✓) the items we need in our canteen:

☐ Water	☐ Vegetables	☐ Pop-corn
☐ Fresh juices	☐ Fruits	☐ Sweet potato
☐ Canned juices	☐ Cheese	☐ Roast corn
	☐ Eggs	☐ Yogurt

Tick (✓) the tools we need in our canteen:

☐ Plastic plates	☐ Chair
☐ Plastic straws	☐ Table
☐ Forks	☐ Lamp
☐ Spoons	☐ Container (to store food)

Write a presentation

Why did we choose these items in our canteen?

....

....

....

Tick (✓) the learning outcomes you have learned through the chapter:

- ◯ What is the canteen?
- ◯ The difference between "diet" and "nutrient".
- ◯ Nutrients in our food.
- ◯ How to make a healthy diet.
- ◯ Bad effects of extra sugar.
- ◯ Importance of drinking water.
- ◯ How to build a container.
- ◯ How to test our container.

Find the words in the box:

- Nutrient
- Fats
- [illegible]
- Vitamins
- Carbohydrates
- Minerals
- Proteins

Z	X	S	M	C	I	V	R	T
R	V	I	T	A	M	I	N	S
S	R	V	L	R	N	W	V	Y
T	U	R	S	B	K	Q	U	N
[illegible]	I	E	T	O	V	W	X	Q
U	Q	D	W	H	N	M	Z	P
V	O	V	F	Y	X	I	L	R
W	P	R	A	D	O	N	J	O
X	N	U	T	R	I	E	N	T
Y	R	M	S	A	Z	R	X	E
Z	T	Y	O	T	M	A	Y	I
A	D	Z	Q	E	P	L	H	N
R	X	S	U	S	R	S	T	S

Help Ramy follow the number sequence to reach his favorite fruit by shading the squares:

			38	24	78	28	80	48	98
			79	57	4	5	6	58	90
			1	2	3	27	7	29	30
31	32	33	34	3	36	37	8	39	40
41	7	6	5	4	46	47	9	49	50
88	8	53	14	13	12	23	24	25	60
10	9	63	51	20	21	22	68	26	70
11	72	73	61	19	18	77			
12	82	16	17	18	19	20			
13	14	15	94	95	96	97			

THEME 2

The World Around Me

Taking Care of our world

Chapter 1

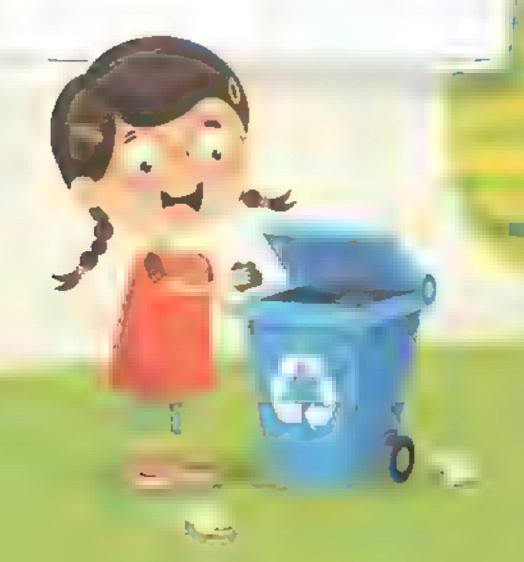
When Habitats Change

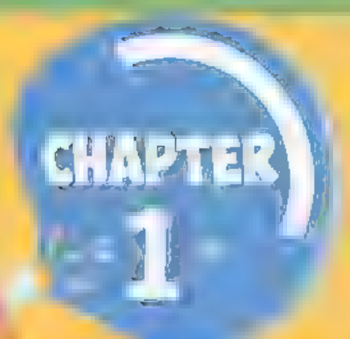
Chapter 2

Water, Water Everywhere

Chapter 3

How Can I Help?





"When Habitats Change"

- Students explore similarities and differences of local and regional habitats.
- Students discover similarities and differences between habitats in different parts of the world.

- Students apply prior knowledge of maps to observe world maps and globes, then identify where various habitats are found in the world.
- Students analyze how living organisms interact with each other and with non-living things in a habitat, then consider how organisms can help and hurt their environments.

- Students create an informational brochure to teach others about the impact of changes on an environment in a local habitat.
- Students advocate for minimizing the negative impact of changes in order to benefit living organisms.

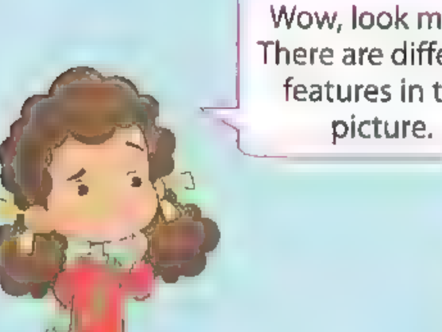
Pacing Guide

Phase	Lesson	Students will:	Vocabulary
Discover	1	- Describe habitats in the local community. - Describe how habitats meet the needs of living things.	- Habitat - Needs
	2	- Define and use the term "organism". - Read an informational text to learn about habitats around the world. - Organize new information using a graphic organizer. - Compare and contrast habitats.	- Grassland - Organism - Polar - Rainforest - Wetland
	3	- Communicate similarities and differences between two habitats in writing. - Connect living organisms to their natural habitats. - Use evidence to support answers to a question.	- Boa snake - Giraffe - Polar bear - Salamander
Learn		- Explain the purpose of maps and globes. - Identify the differences between a map and a globe. - Locate bodies of water and continents on a map and a globe. - Apply map tools (cardinal directions, key) to locate habitats on a map.	- Cardinal direction - Continent - Equator - Globe - Hemisphere - Poles
		- Analyze interactions between living and non-living parts in a habitat. - Use evidence to explain why an animal could or could not survive in a habitat.	- Interact - Survive
		- Identify environmental changes in various habitats. - Explain the impact of environmental changes on living things.	- Cause - Effect
		- Research how living things can benefit and hurt a habitat. - Provide support for a statement using evidence.	- Benefit - Harm - Invasive - Overgraze
		- Collect, analyze and display data to demonstrate how changes in the environment may affect the survival of organisms in the environment.	- Environment
Share		- Create an informational brochure to teach others about the impact of changes on an environment.	- Brochure
	10	- Describe ways to minimize the impact of changes on living organisms in a local habitat. - Consider different points of view on a topic.	Point of view

Close Observations

Read & learn:

Habitat:
Is the environment where plants and animals normally live and grow.



- **Parents' tips: Activity (1):** Help your child identify the meaning of "Habitat", then let him/ her describe the components of his/her local habitat.
- **Aim:** Describe the local habitat in the local community.
- **Subject integration:**
  - **Science:** Analyze the components of the habitat.
  - **Social studies:** Compare and contrast physical features of the world.
  - **English:** Read and understand the texts.
- **Life skills:** Critical thinking - Communication - Reading.

Know, Wonder, Learn

Activity 2 **Read, then answer:**

Habitat

Fill after each lesson.

- Habitats have animals, plants and non-living things.
- Habitat meets the basic needs of each living thing to live and survive. (food, water, shelter).
- Egypt has many habitats as sea, river and desert habitats.

- If animals can live in more than 1 habitat.
- What are the features of each habitat?
- What are the animals in each habitat?
- What is the location of each habitat?

- ....
- ....
- ....
- ....

Complete:

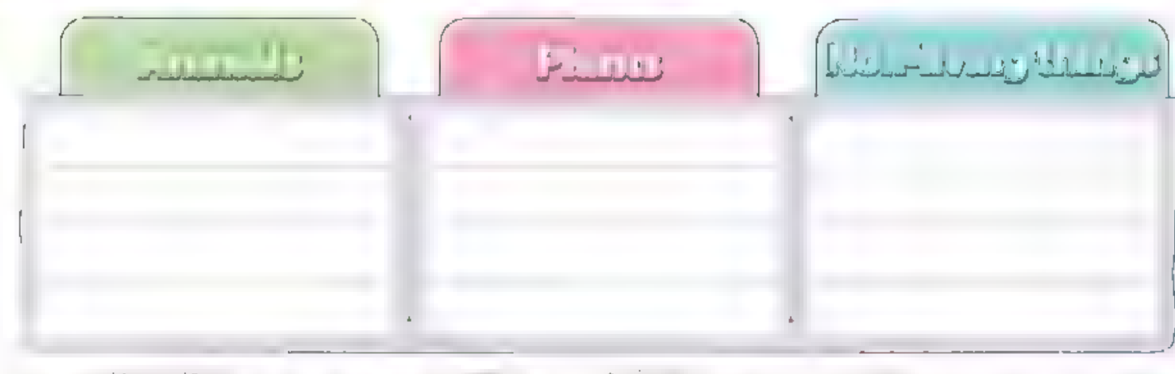
1. .... and .... are the components of the habitat.
2. Each living organism needs .... , ... and .... to live and survive.
3. .... and .... are from the habitats in Egypt.

- **Parents' tips: Activity (2):** - Help your child read "I know" to remember the basic needs of living organisms to survive.
  - Help him/her ask questions about what he/she wants to learn "I wonder" and fill "I learned" at the end of each lesson in the KWL activity, then answer the questions.
- **Aim:** Describe the local habitat in the local community.
- **Subject integration:** - **Science:** Communicate information with others.
  - **English:** Read and write complete sentences.
- **Life skills:** Communication - Critical thinking - Reading.

My Local Habitat

"In each habitat the living organism must meet its basic needs."

Classify to sort the organisms in the picture in the table:



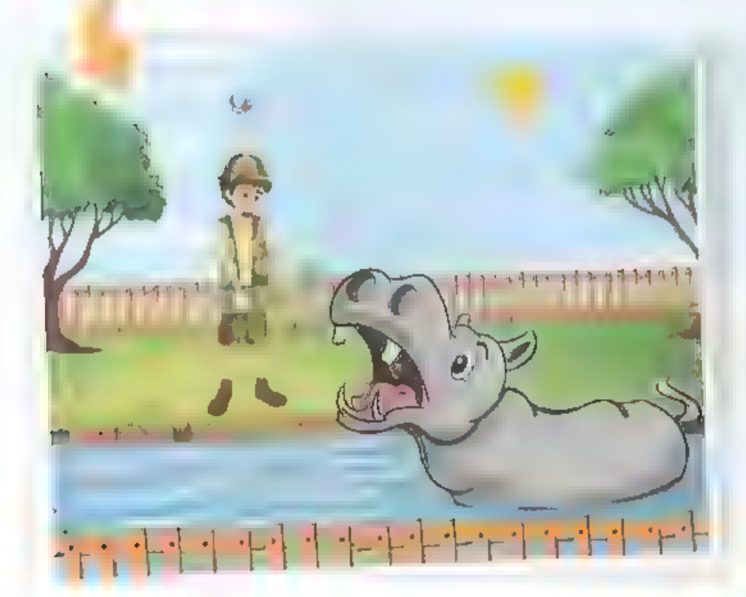
Animals	Plants	Non-living things

- **Parents' tips: Activity (3):** Help your child classify the components of the habitat in the table.
- **Aim:** Describe the components of a habitat.
- **Subject integration:**
  - **Science:** Describe the local habitat in the local community.
  - **English:** Read and understand the texts.
- **Life skills:** Critical thinking - Collecting data - Non-verbal communication.

A Zookeeper's Job

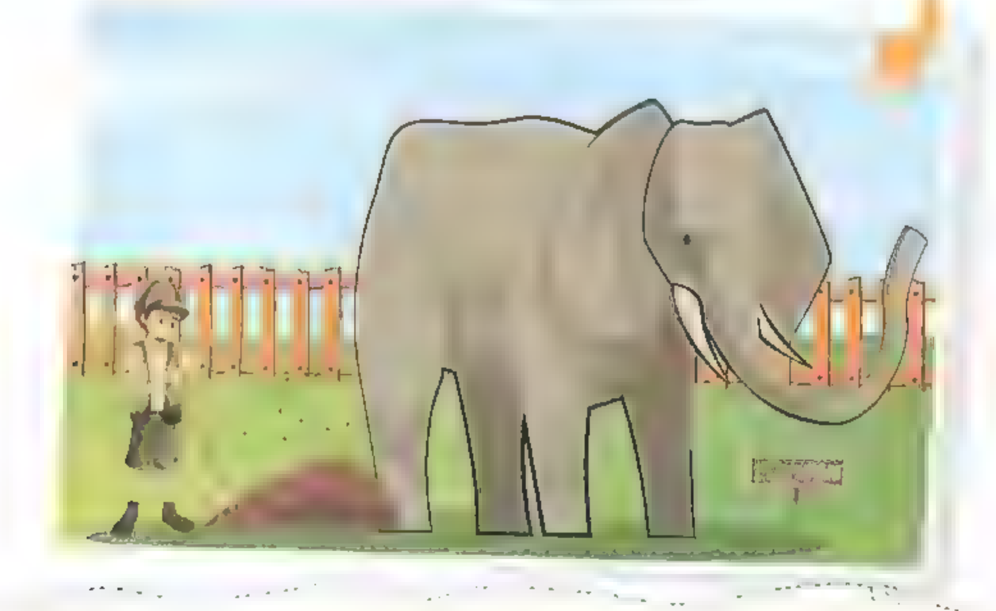
Activity 4 Read & learn about the Zookeeper's job:

I provide the animals with the suitable food.

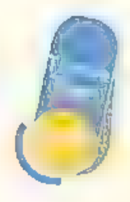


Hi, I am Khaled, a "zookeeper". I'm responsible for the daily care of the animals.

I prepare the suitable place for the animals to live in "shelter".



- **Parents' tips: Activity (4):** Help your child know the responsibility of a zookeeper towards the animals.
- **Aim:** Describe how the habitat meets the needs of living organisms.
- **Subject integration: - English:** Reading text.
  - **Science:** Analyze a habitat and its ability to meet the needs of different living organisms.
- **Life skills:** Communication - Critical thinking - Reading.



Vocabulary

Look, then tick (✓):

Vocabulary word: "Organism"

1. Living organisms could be ....

   ◯ rocks ◯ plants ◯ animals ◯ humans

2. Living organisms need water, food and shelter to survive.

   ◯ Yes ◯ No

3. A living thing can also be called a/an ....

   ◯ thing ◯ organism

Definition

Organism: is a creature such as plants and animals, that usually needs basic needs to survive.

- **Parents' tips: Activity (1):** Help your child define the word "Organism" by answering the given questions, then help him/her fill the opposite table with your answers as shown in the given example.
- **Aim:** Define, illustrate and use new vocabulary in a sentence.

Look at the table, then answer with "Yes" or "No":

Characteristics / Examples	[illegible]	Grow	Breathe	[illegible]	[illegible] and food
Worm					
Sunflower					
Car	Yes	No	No	No	No
Bird					
Sun					
Whale					

- **Subject integration:**
  - **English:** Define words and write complete sentences.
  - **Science:** Ask questions based on observations to find more information.
- **Life skills:** Critical thinking - Communication.

Habitats

2 Read & learn about different types of habitats:

1 Found near the North and South poles.

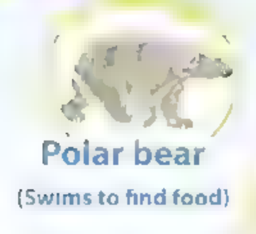
Weather

Cold and windy. Ice covers large areas.

Plants

Shrubs: grow on the ground.
Moss: grows on rocks.

Animals



Polar bear
(Swims to find food)

Arctic fox

Whale

Penguin

Complete:

1. The weather in polar habitats is .... and ....
2. .... and .... are the plants that grow in the polar habitat.
3. .... is one of the animals that live in polar habitat.

- **Parents' tips: Activity (2):** Help your child know the different features of the "Polar habitat" such as its weather, the plants and animals that live in, then answer the questions.
- **Aim:** Read and learn about habitats around the world.
- **Subject integration:**
  - **Science:** Analyze a habitat to determine its ability to meet the needs of different living organisms.
  - **Social studies:** Compare and contrast climate and physical features of different regions of the world.
- **Life skills:** Critical thinking - Respect for diversity - Reading.

2 Rainforest Habitat (Tropical Habitat)

Found near the equator.

Weather

Rainy.
Warm.

Plants

Tall trees: Block sunlight from reaching the ground.
Ground plants: with big leaves to capture light.

Animals

Macaw

Large snake
(Crawl on wet and dark ground)

Monkey

Frogs

Complete:

1. The weather in the rainforest habitat is .... and ....
2. .... and .... are from the animals that live in the rainforest habitat.
3. .... is one of the plants that grow in the rainforest habitat.

○ **Parents' tips:** Help your child know the different features of the "Rainforest habitat" such as its weather, the plants and animals that live in, then answer the questions.

3 Dry flat lands found all over the world.

Weather

- **Tropical grassland** is warm all the year.
- **Temperate grassland** is warm in summer but cold in winter.

Plants

Few trees.
Tall grass and bushes.

Animals

Prairie dog

Lions and Cheetahs

Giraffe

Rabbits

Complete:

1. The weather in temperate grassland is .... in summer and .... in winter.
2. Plants in the grassland are .... trees and .... grass.

○ **Parents' tips:** Help your child know the different features of the "Grassland habitat" such as its weather, the plants and animals that live in, then answer the questions.

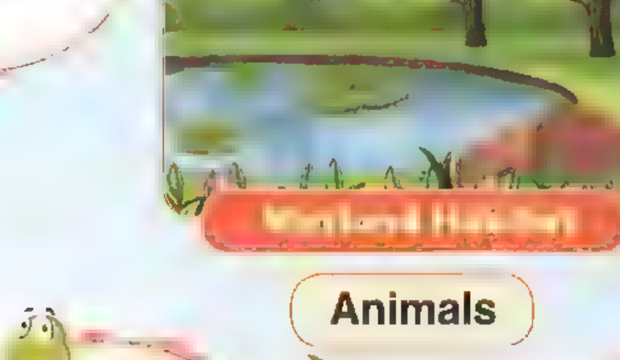
4 Found where land meets fresh or salty water.

Weather

Warm or cold or have multiple seasons.

Plants

Can grow at the top or under the water.



Animals

Turtle

Frogs

Complete:

1. Plants can live .... water in wetland habitat.
2. Wetland may have .... seasons weather.
3. .... and .... can live in wetland habitats.

○ **Parents' tips:** Help your child know the different features of the "Wetland habitat" such as its weather, the plants and animals that live in, then answer the questions.

Habitat Research

Living organisms

- ◯ Camel
- ◯ Cactus
- ◯ Dolphin
- ◯ Human

- ◯ Hot and rainy
- ◯ Hot and dry
- ◯ Cold and rainy
- ◯ Cold and dry

"Desert Habitat"

Non-living things

- ◯ Tent
- ◯ Car
- ◯ Water
- ◯ Sun

Search about your habitat, then complete.

- ....
- ....
- ....

Living organisms

- ....
- ....
- ....

Non-living things

- ....
- ....
- ....

- **Parents' tips:** Help your child make a research about the features of the "Desert Habitat", then let him/her choose one and do a research about it.
- **Aim:** Organize information about different habitats in the graphic organizer.
- **Subject Integration:**
  - **Science:** Analyze the features of habitats.
  - **Information and communication:** Use digital sources to search for and collect content to answer questions.
- **Life skills:** Communication - Problem solving.

Comparing Habitats

Activity 3 Complete the Venn diagram using the given words:

Gazelle - Tall trees - Tall grass - Warm - Lions - Whale - Macaw - Rainy - Boa Snake

Grassland

Animals

- ....
- ....
- ....

Plants

- ....
- ....
- ....

Unique

- ....
- ....
- ....

Common

Weather

- ....
- ....
- ....

Animals

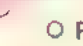
- ....
- ....
- ....

Plants

- ....
- ....
- ....

Unique

- ....
- ....
- ....



- **Parents' tips: Activity (3):** Help your child compare and contrast between two different habitats using Venn diagram and find out what the common and unique features are in both.
- **Aim:** Compare and contrast habitats.
- **Subject integration:**
  - **English:** Read and write a text.
  - **Science:** Communicate information with others in written or oral forms.
  - **Social studies:** Compare and contrast climate and physical features of different regions of the world.
- **Life skills:** Collaboration - Critical thinking.

Activity 4 Complete the following to compare between the "polar" and "rainforest" habitats:

1. The polar habitat is located at the 2 poles, but the rainforest habitat is located near the equator.

2. The weather in the polar habitat is cold and windy but ....

3. .... but ....

4. .... but ....

- **Parents' tips:Activity (4):** Help your child complete the essay to compare between two different habitats.
- **Aim:** Communicate similarities and differences between two different habitats in writing.
- **Subject integration:**
  - **English:** Write complete sentences.
  - **Science:** Compare between different habitats.
  - **Social studies:** Compare and contrast climate and physical features of different regions of the world.
- **Life skills:** Collaboration - Critical thinking - Reading - Writing - Non-verbal communication.

Where Do I Live?

Match each animal to its habitat and evidence:

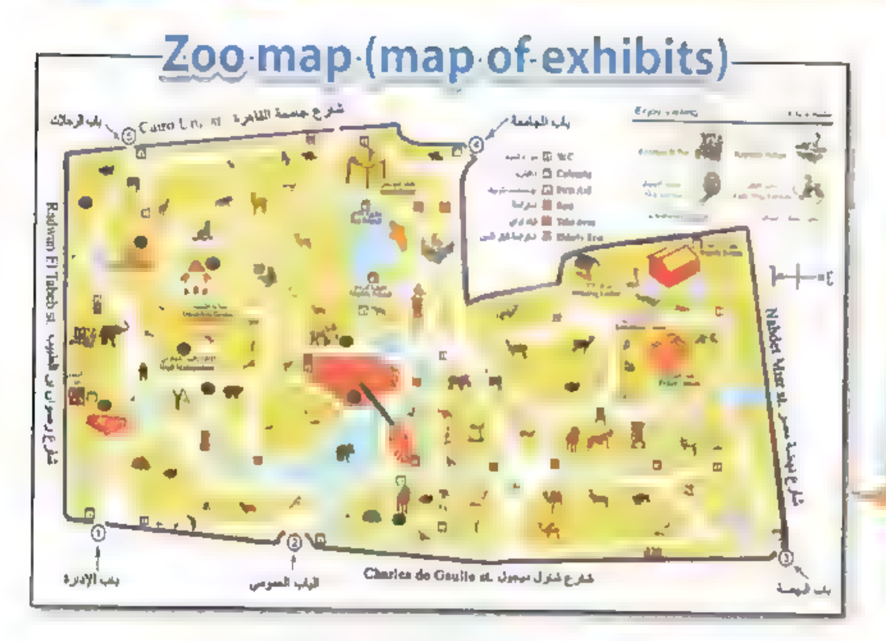
Animal	Habitat	Evidence
Polar bear	Grassland habitat	- has long neck, so it can eat leaves from long trees.
Giraffe	Polar habitat	- covered with white fur to keep it warm. - lives in cold weather.
Boa snake	Wetland habitat	- lives on both land and water. - It eats worms.
Salamander	Rainforest habitat	- crawls to hunt food on dry ground and high trees. - lives in hot weather.

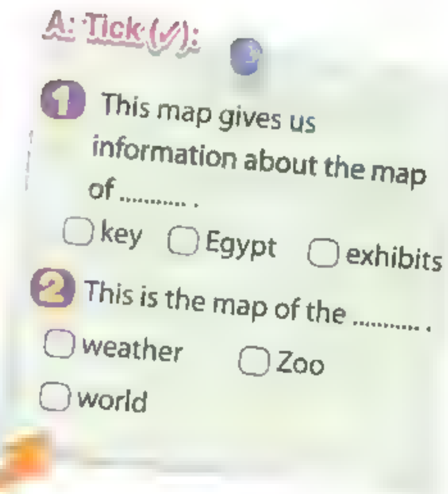
- **Parents' tips:** Help your child match each living organism with its habitat that meets its basic needs and the suitable features of the organism that allow it to live in this habitat.
- **Aim:** Connect living organisms to their natural habitat using evidences.
- **Subject integration:**
  - **Environmental science:** Use evidence to explain how an organism can live in its habitat.
  - **English:** Read and understand the texts.
- **Life skills:** Critical thinking - Reading.

What Can We Learn From Maps?

Activity 1 Look & notice the difference between the maps:

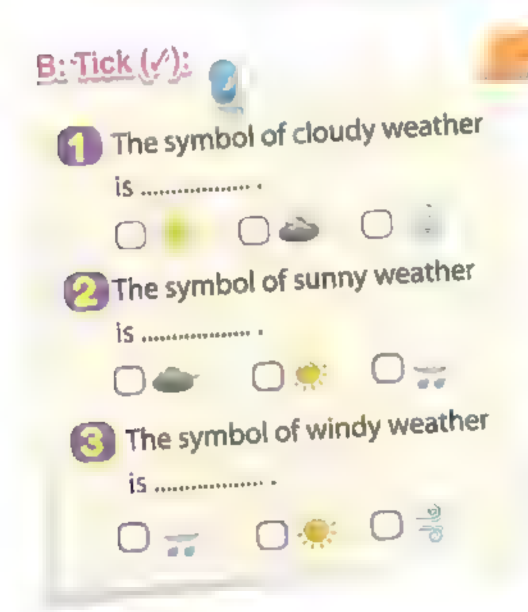
Zoo map (map of exhibits)





A: Tick (✓):

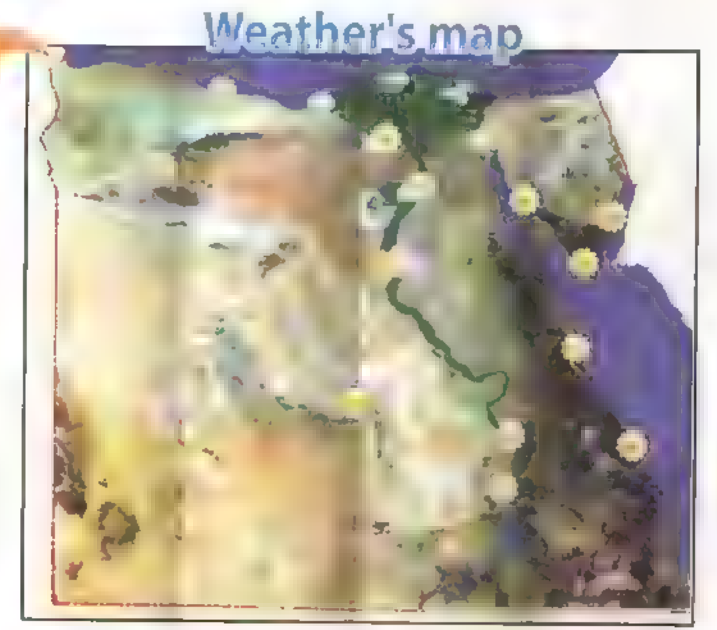
1. This map gives us information about the map of ....
   - key
   - Egypt
   - exhibits
2. This is the map of the ....
   - weather
   - Zoo
   - world



B: Tick (✓):

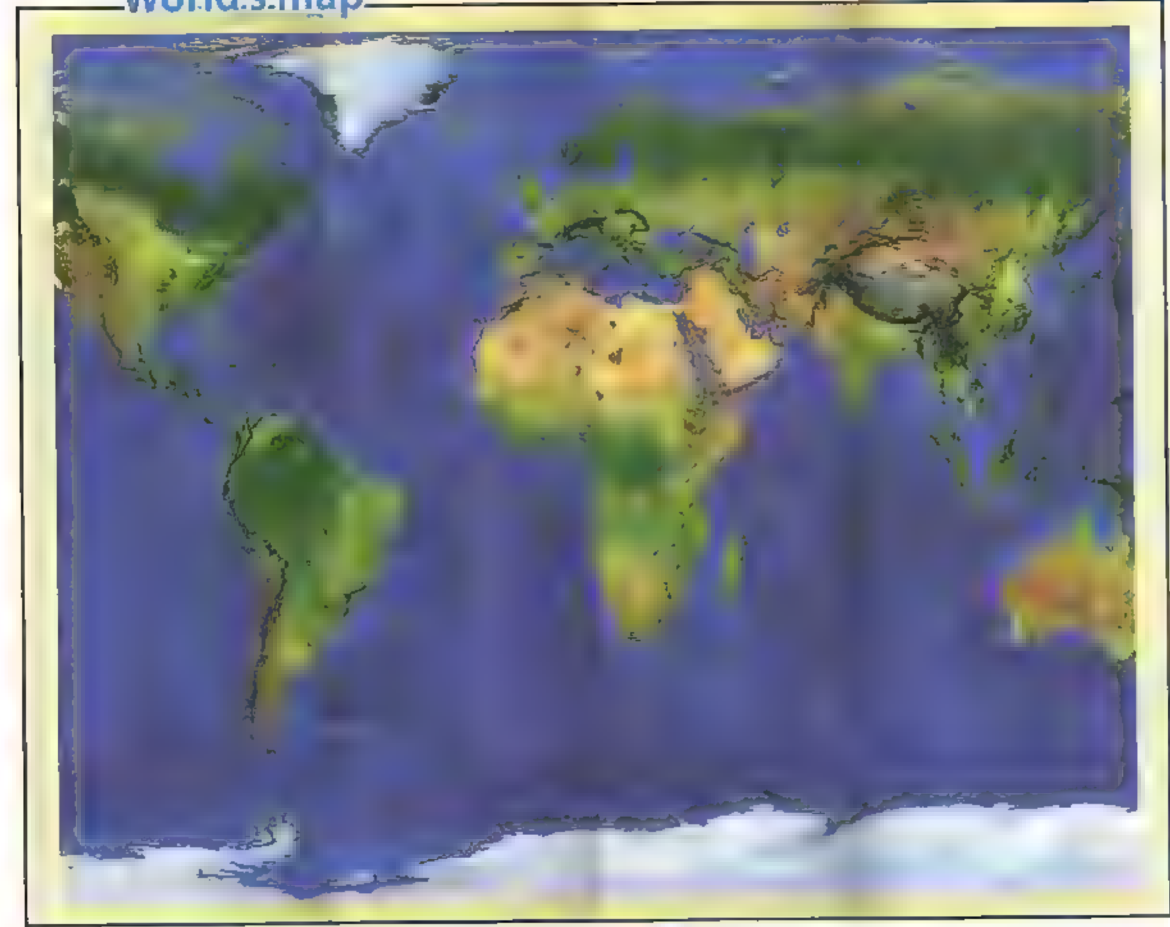
1. The symbol of cloudy weather is ....
2. The symbol of sunny weather is ....
3. The symbol of windy weather is ....

Weather's map



- **Parents' tips: Activity (1):** Help your child remember and explain the features in each map and the need of each one, then answer the questions.
- **Aim:** Explain the purpose of maps.

World's map



C: Tick (✔):

1. This map represents the .... ☐ World ☐ Cairo
2. The world map shows .... ☐ all of the world ☐ part of the world
3. All water bodies are represented on the world map. ☐ Yes ☐ No

Map:

Is a 2 dimensional and flat piece of paper, that represents different features of a part or the whole world.

- **Subject integration:**
  - **Social studies:** Identify the features of each map.
- **Life skills:** Critical thinking - Reading.

The World's Map

Activity 2 Look and learn the features of the world's map:

This is our world's map, it shows all the water bodies and lands.

Continents: Are the very large continuous areas of lands that include countries. (ex: Africa)

ARCTIC OCEAN

PACIFIC OCEAN

PACIFIC OCEAN

ATLANTIC OCEAN

ANTARCTICA

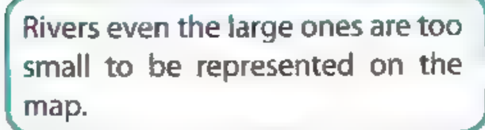
N W E S

Compass rose: Locates the 4 main cardinal directions.

Equator: Is an invisible line that passes through the middle of the map dividing the world into 2 halves (North and South).

- **Parents' tips: Activity (2):** Discuss with your child the features of the world's map and explain its purpose
- **Aim:** Locate bodies of water and continents on the world's map.
- **Subject integration:**
  - **Social studies:** Locate oceans, continents, and water bodies on the world's map.
- **Life skills:** Critical thinking - Reading.

Wow, there are 7 large continents, and large water bodies, but where are the rivers?



And there's also a compass rose to locate the 4 cardinal directions.

Do you know that: to get a more detailed direction we can **combine 2 directions** together, such as "North East" direction.

Write the name of the combined cardinal:

North

West

East

South

PACIFIC OCEAN

PACIFIC OCEAN

ANTARCTICA

....

North-East

....

....

- **Parents' tips:** Help your child observe that the small water bodies which are not represented on the world's map.
  Help your child combine the cardinal directions and locate continents on the map.
- **Aim:** Locate bodies of water and continents on the world's map using the cardinal directions.
- **Subject integration:**
  - **Social studies:** Locate oceans, continents, and water bodies on the world's map.
- **Life skills:** Critical thinking Reading.

From your reading, tick (✓):

	True	False
1 Egypt is found in Africa.	☐	☐
2 Australia is a water body.	☐	☐
3 North America is located at the north of the equator.	☐	☐
4 Oceans could be seen on the world's map.	☐	☐
5 Mississippi river is represented on the world's map.	☐	☐
6 Southeast direction is the combination between east and west.	☐	☐

Complete using the given words:

North America - 2 hemispheres - Asia - Southeast

1. .... is the largest continent.
2. The equator divides the world into ....
3. .... is found in the northern hemisphere.
4. Australia is in the .... direction.

PACIFIC OCEAN

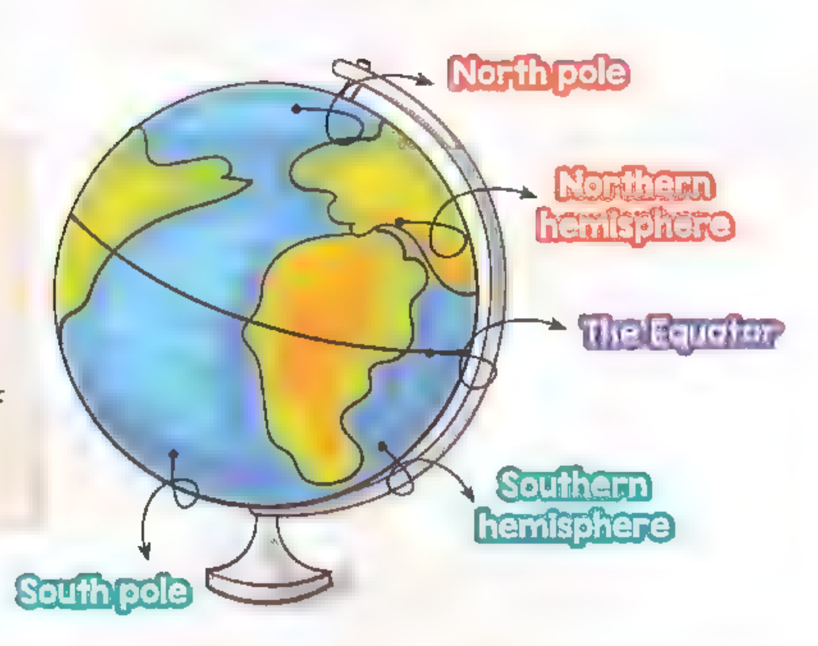
IFIC AN

ANTARCTICA

○ **Parents' tips:** Help your child answer the given questions after reading and identifying the features of the world's map.

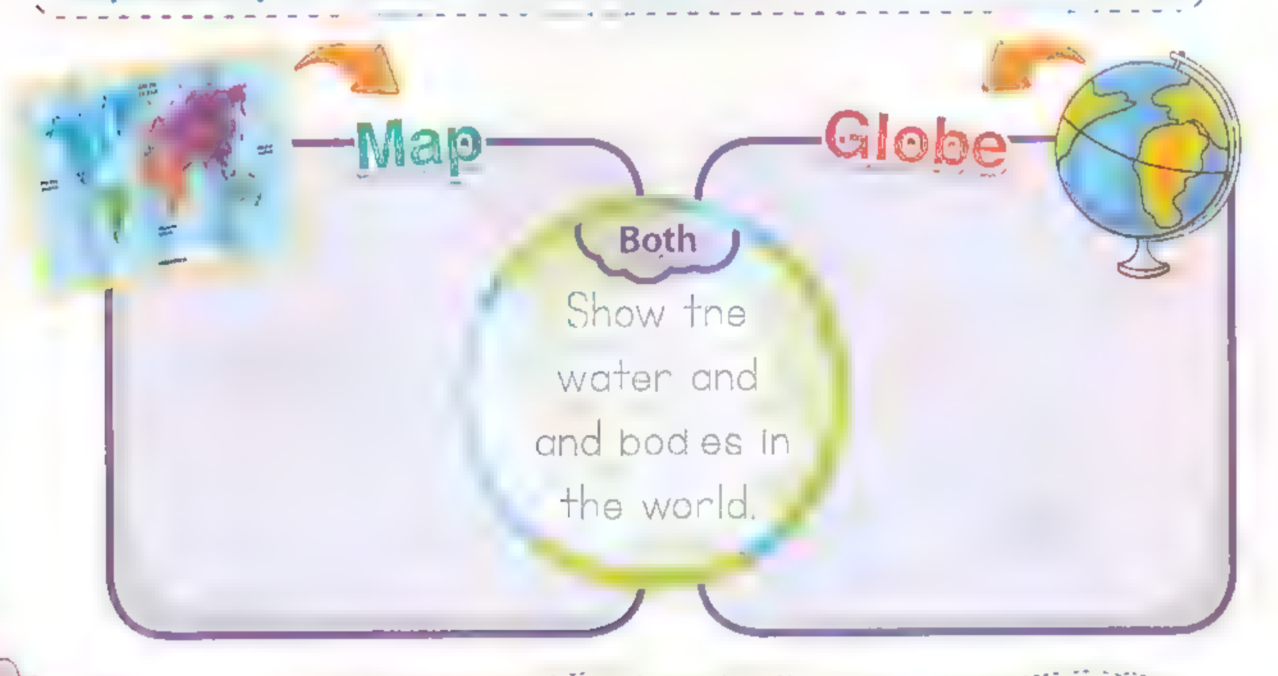
Globe:

Is a 3 dimensional and spherical shaped model like Earth, that shows the water bodies and lands of the whole world.



Activity 3 Use the given words to compare between the map & globe:

Two dimensional (2D) - Flat - Represent the whole world
Represent part of the world - Sphere - Three dimensions (3D)



- **Parents' tips: Activity (3):** Help your child observe and discuss the differences between the map and globe to complete the Venn diagram.
- **Aim:** Identify the differences between a map and a globe.
- **Subject integration:**
  - **Social studies:** Compare and contrast between the map and globe.
- **Life skills:** Critical thinking - Communication - Reading.

Locating Habitat

Activity 4 **Look at the habitats located on the world's map:**

NORTH AMERICA

ATLANTIC OCEAN

SOUTH AMERICA

PACIFIC OCEAN

Key

- Polar
- Grassland
- Desert
- Rainforest
- ★ Egypt

- **Parents' tips: Activity (4):** Help your child observe the world's map and identify the locations of different habitats using the key and cardinal directions.
- **Aim:** Apply map tools (key & cardinal directions) to locate habitats on a map.

- **Subject integration:**
  - **Social studies:** Locate habitats on a map or a globe.
  - **English:** Ask and answer questions about the location of habitats on a map or a globe.
- **Life skills:** Communication - Critical thinking - Collaboration.

Tick (✓):

1. Antarctica continent contains .... habitat.
   - ◯ rainforest
   - ◯ polar
2. The equator passes through the .... of the map.
   - ◯ middle
   - ◯ end
3. All living and non-living things interact in a place called a ....
   - ◯ club
   - ◯ habitat
4. .... habitat is not represented on the world's map.
   - ◯ Wetland
   - ◯ Grassland
5. Egypt has mainly, ... habitat.
   - ◯ rainforest
   - ◯ desert

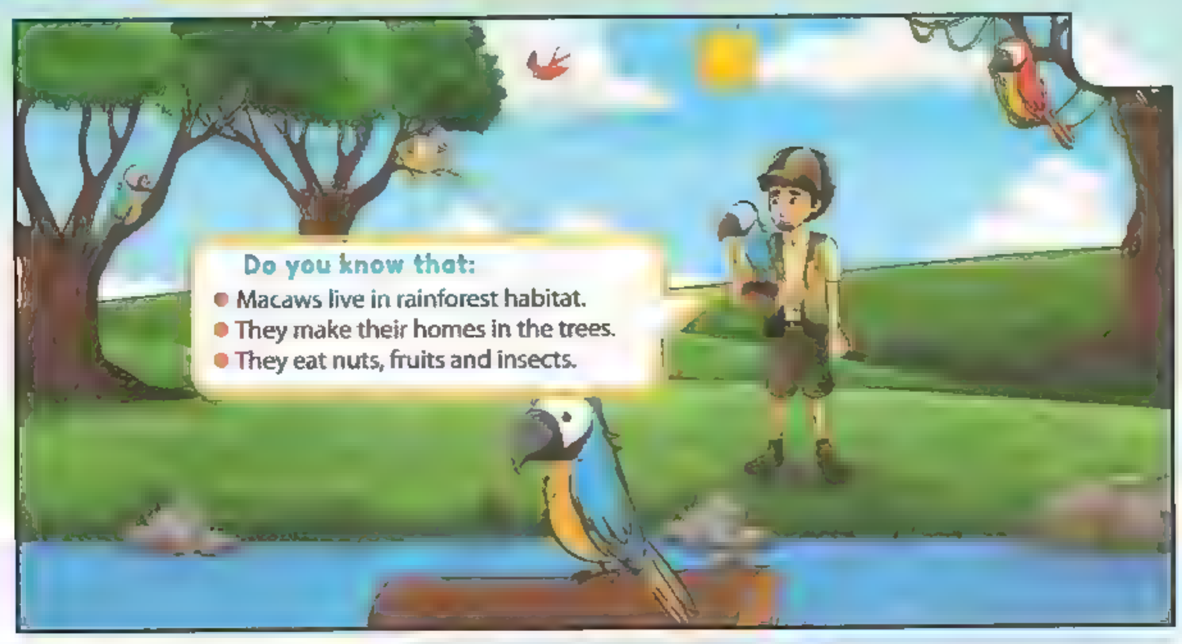
Match:

Africa — Asia — Antarctica

○ **Parents' tips:** Help your child answer the given questions after locating the habitats on the world's map.

Where Might a Macaw Live?

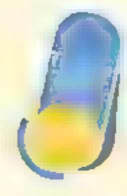
Read and learn how living organisms and non-living things interact in their habitats:



Tick (✓) the type of interaction:

1. Macaws eat nuts, fruits and damp soil.
   - ☑ Living organism & Non-living thing
   - ◯ Two non-living things
2. Plants use water, sunlight and air to make their food.
   - ◯ Living organism & Non-living thing
   - ◯ Two non-living things
3. Macaws make their homes in trees.
   - ◯ Living organism & Non-living thing
   - ◯ Two living organisms

- **Parents' tips:Activity (1):** Help your child know the habitat where the Macaw lives and the kind of interactions to survive in its habitat, then answer the questions.
- **Aim:** Analyze interactions between living and non-living parts in a habitat.
- **Subject integration:**
  - **Science:** Analyze the interactions between living organisms and non-living things in a habitat.
- **Life skills:** Critical thinking - Reading.



Needs of Living Organisms

Activity 2 **Read & learn about the basic needs of living organisms in their habitats, then answer:**

Shelter | Food | Water

A

They need ....

Turtles, crayfish & frogs hide under rocks.

[illegible] in trees.

Moles and rabbits make burrows in the ground.

[illegible] use holes in trees.

○ **Parents' tips: Activity (2) :** Help your child identify the basic needs that living organisms need to survive in their habitats.

○ **Aim:** Identify the the basic needs that are needed for living organisms to survive in a habitat.

B

They need ....

Rabbits
eat plants.

Lions
chase animals.

Vultures and Raccoons
eat dead animals.

C

They need ....

Drink from ponds
and streams.

Drink water drops
on leaves.

- **Subject integration:**
  - **Science:** Identify the basic needs of living organisms in their habitats to live and survive.
- **Life skills:** Critical thinking - Reading.

Activity 3 Read & learn why animals move to other habitats when they hardly find their basic needs, then answer:

Zebras & elephants can walk many miles to look for water.

Monarch butterflies fly to the south in the winter, for warmer weather & more food.

Complete using the given words:

vultures - shelter - climb - dead animals - rocks
warmer - owls - holes - burrows - water

1. Butterflies fly south for a .... place.
2. Moles meet their need for .... by making ....
3. Monkeys .... trees to get their food.
4. Raccoons and .... meet their need for food by eating ....
5. Squirrels and .... use .... in trees to meet their need for shelter.
6. Crayfish lives in .... and hides under ....

- **Parents' tips: Activity (3):** Help your child understand that when living organisms can't find their basic needs in their habitats, they tend to move to another habitat, then let him/her answer the questions.
- **Aim:** Communicate environmental needs of the local community.
- **Subject integration:**
  - **Science:** Analyze the interactions between living organisms and non-living things in a habitat.
- **Life skills:** Critical thinking - Reading.

Match each living organism to the type of interaction in its habitat (A), then to its basic need (B):

(A) (B)

- Living organisms and non-living things
- Two living organisms together

- Shelter
- Food
- Water

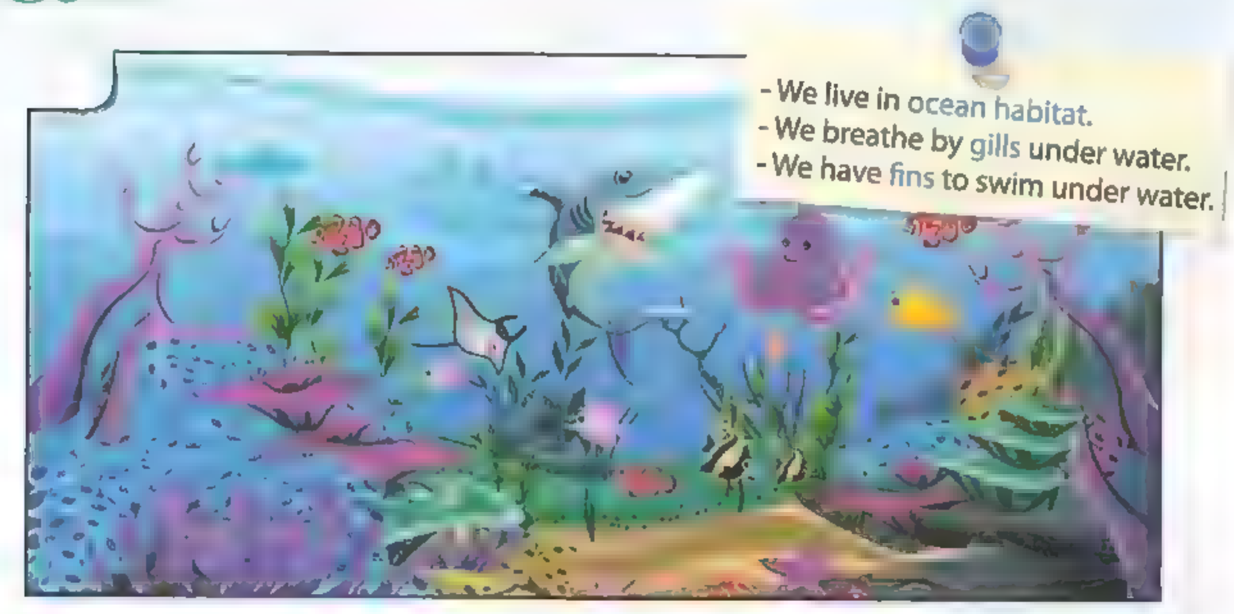
- **Parents' tips: Activity(4):** Help your child match each living organism to the type of interaction in its habitat (A), then to its basic need (B) to survive.
- **Aim:** Analyze interactions between living and non-living parts in a habitat.
- **Subject integration:**
  - **Science:** Analyze the interactions between living organisms and non-living things in a habitat.
- **Life skills:** Critical thinking.

Is This the Best Habitat?

Activity 5 Read about different living organisms in different habitats:

Ocean habitat

Living organisms that live in the ocean habitat have characteristics:



Tick (✓):

1. Shark breathes by ....

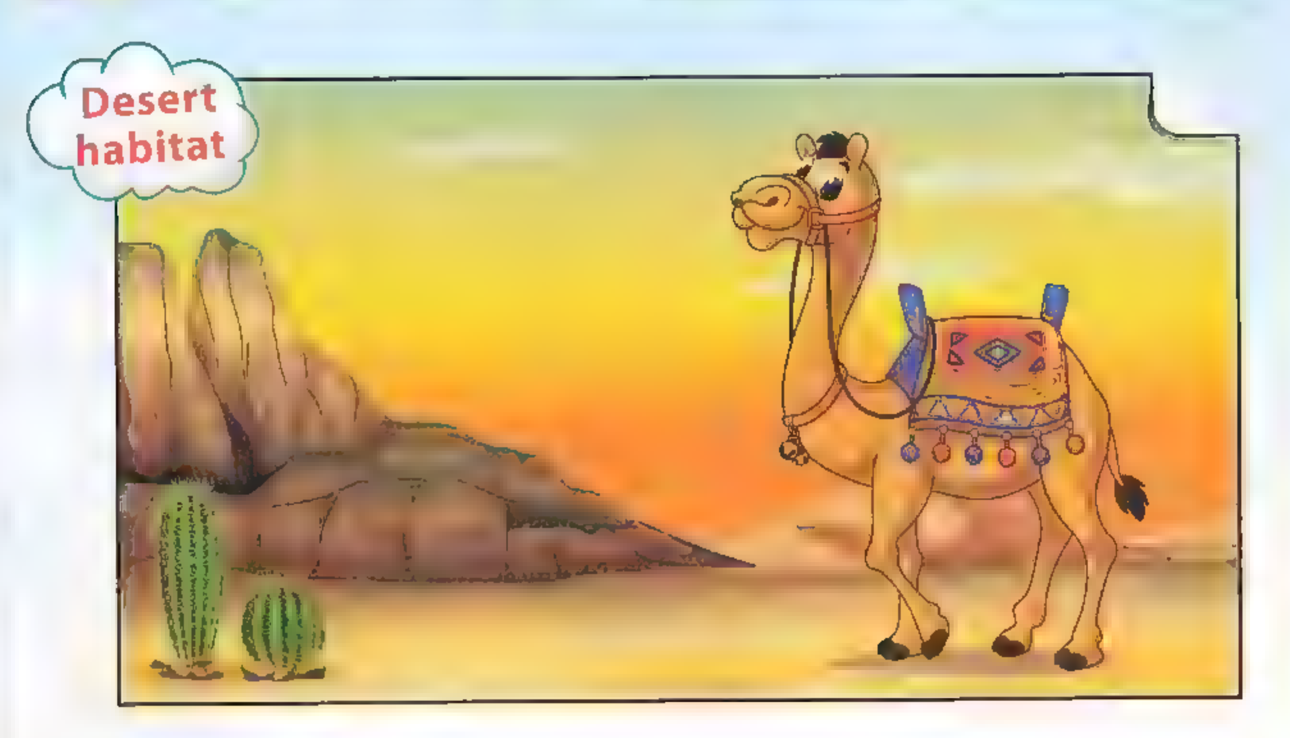
   ◯ gills ◯ lungs

2. Octopus lives in a/an .... habitat.

   ◯ grassland ◯ ocean

- **Parents' tips: Activity (5):** Help your child identify the characteristics of living organisms that live in ocean habitat, then let him/her search about the living organisms in desert habitat.
- **Aim:** Use evidence to explain why an animal could or couldn't survive in a habitat.

Search about the "Desert" habitat:



Tick (✓):

1. Camel breathes by ....

   ◯ gills ◯ lungs

2. .... is one of the desert plants.

   ◯ Cactus ◯ Flower

3. The weather in the desert is ....

   ◯ hot and dry ◯ cold and windy

- **Subject integration:**
  - **English:** Ask and answer questions to discuss a specific topic.
  - **Science:** Communicate information with others in oral or written forms.
- **Life skills:** Critical thinking - Communication - Reading.

Changes in the Environment

Read and learn the changes that happen to the environment by living organisms or non-living things:

Cause

Flood

Cause
- Heavy rains that cover lands.

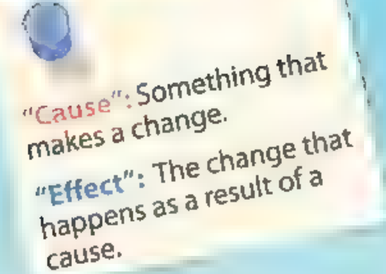
Effect
- **Useful:**
  - Bring seeds and nutrients.
- **Harmful:**
  - Plants washed away.
  - Animals leave their habitat.

Fire

Cause
- **Natural.**
  - From lightning.
- **Man-made.**
  - Fire.

Effect
- **Useful:**
  - Remove dead litter so nutrients added to the soil.
- **Harmful:**
  - Animals leave their habitat.
  - Pollute the air.

- **Parents' tips: Activity (1):** Help your child know the meaning of "cause" and "effect", and discuss the natural disasters that affect the environment.
- **Aim:** Identify and explain the environmental changes in different habitats on living organisms.



"Cause": Something that makes a change.

"Effect": The change that happens as a result of a cause.

Effect

Drought

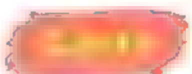
- No rain.

OR

- Ponds, rivers, lakes dry up.

- Soil.
  - Cracked and dry.
- Plants.
  - Can't survive.
- Animals.
  - Move to find water.

Pollution



- Natural.
  - Volcanos.
- Man-made.
  - Throwing trash & chemicals in water.
  - Machines pollute air.

Effect

- Destroy the air, water and land in the habitats.

- **Subject integration:**
  - **Science:** Identify and analyze the effects of causes that affect the environment.
- **Life skills:** Critical thinking - Communication Reading.

From your reading, tick (✓):

	True	False
1 Floods will happen when there is no rain.	☐	☐
2 Pollution has useful effects.	☐	☐
3 Fire is caused by the living organisms.	☐	☐
4 Some effects are useful to the environment.	☐	☐
5 Plants can survive during drought.	☐	☐

Complete using the given words:

Harmful - seeds - habitats - Lightning - effects
Volcanos - nutrients

1. .... causes harmful ....
2. Floods bring .... and .... to the soil.
3. .... causes natural fire.
4. .... are natural pollution cause.
5. Natural disasters force the animals to leave their ....

○ **Parents' tips:** Assist your child answer the given question after identifying the changes that happen to the environment by living organisms or non-living things.

Create Your Foldable

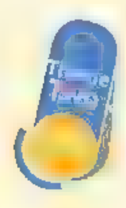
Activity 2 Follow the steps:

1. Fold the paper as shown.
2. Use a pencil to divide each fold into 2 parts.
3. Then use a scissor for cutting.
4. Now, write the causes on the outer side of the folds.
5. Finally, write the effect behind each cause fold.

Use this foldable to show the causes and the effects of natural disasters on the environment.

Try at home.

- **Parents' tips: Activity (2):** Help your child make a foldable to express the causes and effects that affect the environment.
- **Aim:** Identify the environmental changes in different habitats.
- **Subject integration:**
  - **Math:** "Geometry" partition shapes into parts with equal areas to express a fraction.
  - **Art:** Create works of art to express content learned.
- **Life skills:** Sharing - Communication - Reading.



Plants and Animals Can Cause Change

Read and learn the changes caused by Animals & Plants:

A. Plants

- Water hyacinth

- Use a lot of water.
- Prevent sunlight and oxygen to reach the aquatic plants.

" The water hyacinth is a plant that is not usually found in Egypt. Humans brought it to Egypt. It is called an invasive plant."

- **Parents' tips:** Help your child know that living organisms "animals and plants" make some environmental changes, then answer the questions.
- **Aim:** Discuss how living organisms can benefit or harm a habitat.

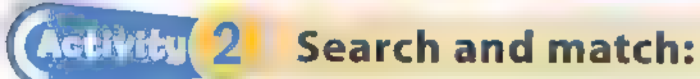
Complete using the given words:

harmful - oxygen - Overgrazing - goats - sunlight - Water hyacinth

1. .... of animals harms the soil.
2. Water hyacinth prevents .... and .... from reaching the aquatic plants.
3. Overgrazing of .... leads to removing plants.

- **Subject integration:**
  - **Environmental science:** Explain how an organism can both benefit and damage its environment.
- **Life skills:** Critical thinking - Communication - Reading.

Benefit or Harm



Activity 2 Search and match:

Agricultural lands clearing

Volcano ashes fall on the soil

Goats graze on grassland

Snakehead fish

Benefit

Harm

- Add nutrients to the soil.
- Remove the fertile layer of the soil.
- Eat other fish and insects.
- The soil will become hard and sandy.

- **Parents' tips: Activity(2):** Help your child search for the causes that benefit or harm the habitats.
- **Aim:** Discuss how living organisms can benefit or harm a habitat.
- **Subject integration:**
  - **Environmental science:** Explain how an organism can both benefit and damage its environment.
- **Life skills:** Critical thinking - Communication.

Research

A Tick (✓):

My living organism: Cane toad

Ways it benefits the environment

- Eat
  - ▢ Rats
  - ▢ Snakes
  - ▢ Chocolate
  - ▢ Insects

Ways it harms the environment

- It:
  - ▢ has beautiful voice
  - ▢ has toxic skin
  - ▢ makes animals leave their habitat.

B Complete:

My living organism: ....

Ways it benefits the environment

-
-
-
-

Ways it harms the environment

-
-
-
-

- **Parents' tips:** Help your child search for the benefits and harms of the "cane toad" on the environment, then let him/her do a research on another animal and explain how it benefits or harms the environment and answer the questions.
- **Aim:** Explain the impacts of living organisms on their environment.
- **Subject integration:** - **Social studies:** Explain how an organism can both benefit or harm its environment.
  - **Science:** Use digital sources to search and collect content to a specific topic.
- **Life skills:** Communication - Collaboration.

Goats and More Goats

Biologists collected the number of goats in a field for 5 years with changeable basic needs.

Use the data in the table to complete the bar graph:

Years	Number of goats at the start	Basic needs	Causes	Number of goats at the end
1st	35	High	....	50
2nd	50	High	....	75
3rd	75	Normal	....	100
4th	100	Low	Flood	[illegible]
5th	80	Low	Fires	[illegible]

- **Parents' tips:Activity:** Help your child notice the effect of basic needs & causes on the number of goats along the 5 years, then let him/her complete the bar graph using the given data in the table & answer the questions.
- **Aim:** Collect and analyze data to show how the environmental changes may affect the survival of organisms in that environment.

Tick (✓):

1. The number of goats at the end of each year is ....
   - ▢ fixed ▢ different
2. The number of goats was large in the .... year.
   - ▢ second ▢ fifth
3. The number of goats was small in the fifth year because of ....
   - ▢ fires ▢ pollution
   - ▢ enough basic needs
4. .... are from the useful effects of flood that makes the number of goats increases in the next year.
   - ▢ Bringing new seeds ▢ Lakes and rivers dry up
   - ▢ Plants increases
5. The number of goats at the end of the sixth year will be:
   - ▢ 10 ▢ 15 ▢ 5
6. Harmful effects of some causes make the number of goats ....
   - ▢ high ▢ low ▢ fixed

- **Subject integration:**
  - **Math:** Collect, organize and analyze data on a bar graph.
  - **English:** Ask and answer informational questions.
  - **Science:** Environmental change may affect living organisms.
- **Life skills:** Communication - Problem solving - Decision making.

Brochure Planning

Read & learn, then answer:

Respect for diversity

Point of View is the way that someone thinks about something.

My crayfish ate the buds of the plants in the tank.

I guess that, you shouldn't put true plants in the tank with a crayfish.

Can we replace the true plants with plastic ones?

When we take big decision or fix problem, it is important to consider the decision from multiple **POINTS OF VIEW**.

- **Parents' tips:Activity:** Discuss with your child that when he/she wants to take a big decision or fix a problem, it is important to consider the decision from multiple points of view.
- **Aim:** Describe ways to minimize the impact of environmental changes considering the different points of view.

Tick (✓) to help [illegible] solve his problem:

A problem that needs to be solved

Crayfish eats the plant buds

Cause of the problem

- ◯ living organism: Crayfish
- ◯ Non-living thing: Water

Effect of the problem

- ◯ Plants are harmed
- ◯ Crayfish dies

Solutions

- ◯ Use plants made of plastic.
- ◯ Feed crayfish chocolate.
- ◯ Put more plants in the tank.

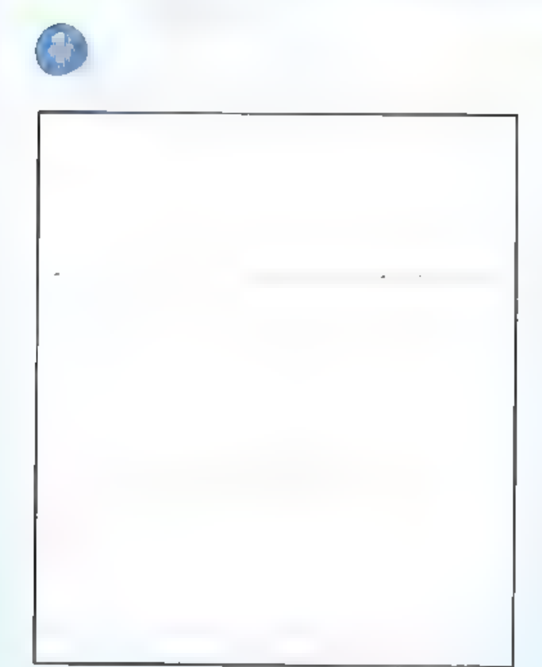
Where to get more information (Reference)

- ◯ Friends
- ◯ Internet
- ◯ Book
- ◯ Family members
- ◯ Teacher

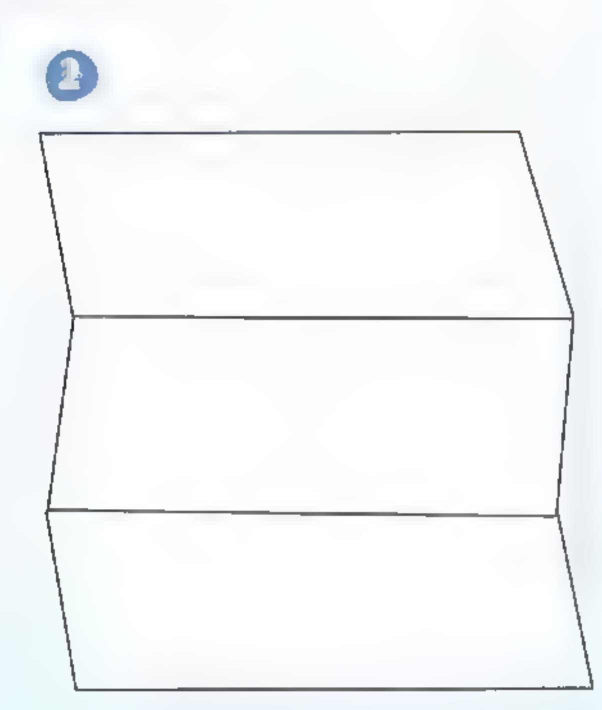
- **Subject integration:**
  - **Science:** Communicate information with others in written or oral forms.
- **Life skills:** Critical thinking - Respect for diversity - Problem solving - Collaboration - Reading.

Follow the steps:

1



2



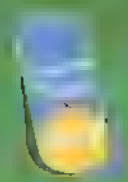
3

Problem

Cause

Effect

Try at home.



Fill in to complete the brochure:

Problem	
....	
Cause	**Effect**
....	....
Solutions	**Reference:**
....	◯ Books ◯ Internet ◯ Teacher ◯ Friend

Self-assessment

Tick (✓) the learning outcomes you learned through the chapter:

- ◯ The basic needs of living organisms to survive.
- ◯ Compare and contrast between different habitats.
- ◯ Locate the water bodies, land & habitats on the map/globe using the cardinal directions.
- ◯ Living and non-living causes and their effect on the environment.
- ◯ The benefits and harms of the environmental changes.
- ◯ Collect, represent and analyze data.
- ◯ Make a brochure to show information.

Help each animal to reach its habitat:

Find the secret word:

1

2

3

4

5

6

7

8

9

CHAPTER 2

"Water, Water Everywhere"

- Students discover ways they can conserve clean drinking water.
- Students make connections between states of water (solid, liquid, and gas) and the water cycle.
- Students explore how the water cycle impacts weather and distinguish between weather and climate.

- Students learn how the water cycle can impact climate.
- Students learn how weather scientists study weather data to better understand a region's climate.
- Students analyze one region to understand how its location impacts its climate.
- Students analyze weather data to describe climate.

- Students collaborate to create a museum display to explain a habitat's climate and model the water cycle within that habitat.

Pacing Guide

Lesson	Students will:	Vocabulary
Discover		
1	- Describe the importance of water in our lives. - Illustrate the distribution of water on Earth. - Explain how to conserve water.	- Conserve
2	- Identify stages of the water cycle. - Model the water cycle.	- Climate - Condensation - Evaporation - Groundwater - Oasis - Precipitation - Run off - Water cycle
3	- Describe the difference between weather and climate. - Construct a definition for climate. - Describe the local climate.	- Average - Meteorologist - Weather
Learn		
4	- Identify water's impact on climate. - Apply multiplication and division to solve precipitation story problems. - Compare climates in Egypt using weather data.	- Water cycle
5	- Use a world map to locate city proximities to bodies of water. - Apply map key to measure distance. - Use evidence to support answer about climate.	- Distance - Equator - Map - Poles
6	- Analyze climate data to determine city locations on a world map. - Make claims about a city's location in relation to bodies of water.	- Body of water
7	- Identify water issues that impact Egypt and global communities. - Explain where specific water issues are most likely to occur.	- Drought - Flood
Share		
8	- Research a specific region's climate. - Record and organize notes from research.	- Requirement
9	- Collaboratively plan elements of a museum display. - Build a museum display using researched information.	- Culture - Mosaic
10	- Present museum displays. - Record information from students' displays. - Make comparisons between habitats.	Museum

Unit
1
SAVE WATER

Importance of Water

Why we need Water?

Drinking

Cooking

Washing ourselves

Producing electricity "High Dam".

Transportation

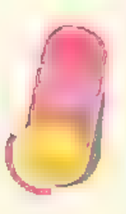
Watering plants

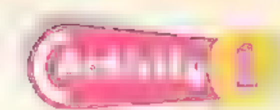
"We all need water to live"

Search about other uses of water in our life

- **Parents' tips:** Discuss with your child the importance of water in our daily life, then let him/her search about the other uses of water in our daily life.

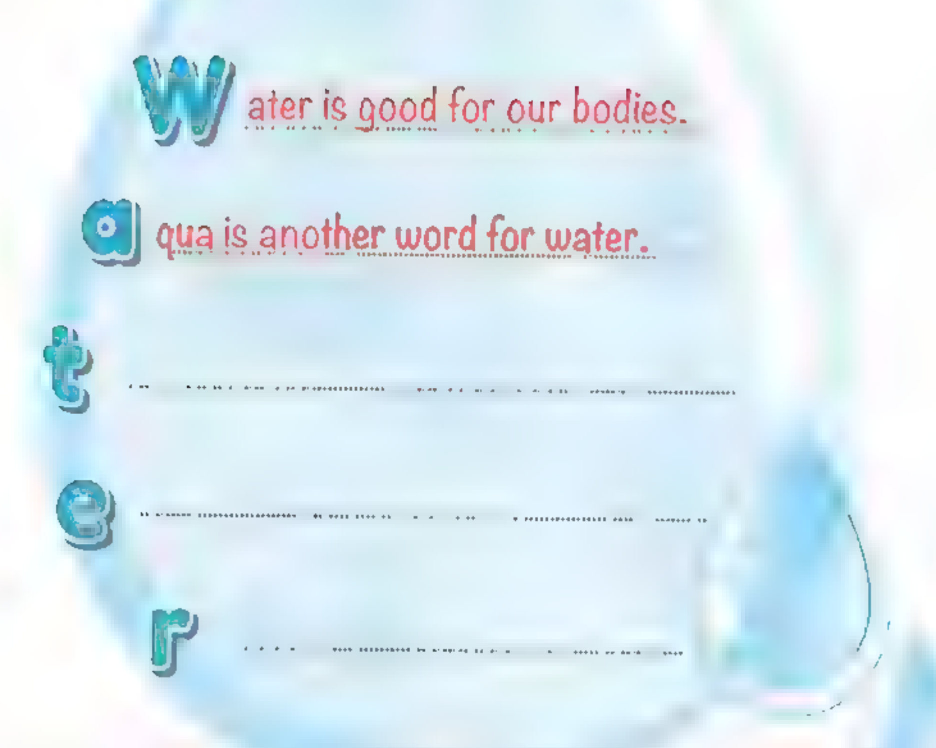
  Hint: Discuss with your child how the falling water can help produce electricity, like the Aswan High Dam.
- **Aim:** Describe the importance of water in our lives.
- **Subject integration:** - **English:** Read and understand texts.
  - **Science :** - Identify the importance of water in our lives and our world.
    - Describe the benefits of drinking water.
- **Life skills:** Self management - Communication - Reading Non-verbal communication.





Write an Acrostic Poem about the water:

Acrostic poem:
Is a poem uses letters of a subject word to form the body of a poem.



- **Parents' tips: Activity (1):** Help your child write an acrostic poem about water by using each letter in the word WATER.
- **Aim:** Writing an acrostic poem about the water.
- **Subject integration:**
  - **English:** Write a poem about the water clearly.
  - **Science :** Identify the importance of water in our lives and our world.
- **Life skills:** Collaboration - Communication - Writing.

Sources of Water

"Where can we find water?"

Activity (2) **Identify some of water sources, then answer:**

Note:
Almost 3/4 of the surface of our planet "Earth" is covered by water.

Answer:

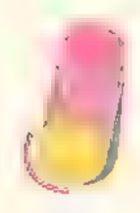
1. Can we use all this water resources to drink?

   ☐ Yes ☐ No

2. **From your previous learning**, where else you can find water?

....

- **Parents' tips: Activity (2):** Help your child identify the different natural sources of water, then let him/her answer the questions.
- **Aim:** Identify water sources.
- **Subject integration:**
  - **English:** Answer the questions to demonstrate understanding of the text.
  - **Science:** Identify the natural sources of water.
- **Life skills:** Critical thinking - Reading.



Water in Our World

Read, then answer:

Saltwater
"Ocean - Sea"

Frozen water
"Glaciers - ice caps"

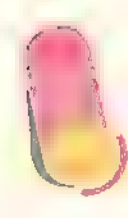
Fresh water

Liquid water
"Rivers - Lakes - Underground water"

Do you know?
The small amount of liquid water is available for us to use.

Complete by using [< or >]

1. The percentage of saltwater is .... the percentage of fresh water.
2. The percentage of liquid water is .... the percentage of frozen water.



- **Parents' tips: Activity (3):** Help your child identify that the water on the surface of our planet Earth is divided into "Saltwater" and "Freshwater", then discuss with him/her the importance of water in our daily activities, and let him/her answer the questions.
- **Aim:** Illustrate the distribution of water on Earth.
- **Subject integration:**
  - **Math:** Understand the concepts of greater than and less than.
  - **Science:** kinds of water.
  - **English:** Ask and answer questions.
- **Life skills:** Critical thinking - Non-verbal communication.

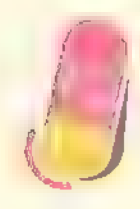
My Plan

"We must conserve water"

Tick (✓) the good habits for conserving water:

The habits	
Turn off the tap, while brushing your teeth.	☐
Use too much water while washing cars.	☐
Fill the sink with water to wash dishes.	☐
Keep the faucet on while brushing your teeth.	☐
Fix the leaky pipes.	☐

- **Parents' tips: Activity(4):** Discuss with your child the contents of the given pictures, then help him/her tick the good habits we must follow to conserve water.
- **Aim:** Describe how to conserve water.
- **Subject integration:**
  - **English:** Read and comprehend an informational text.
  - **Science :** Identify practice of conserving water.
- **Life skills:** Self-management.



Ramy and Sally Visit the Museum

Activity 1 Read and learn some facts about Siwa Oasis, then answer:

Siwa Oasis

Facts about water

- The oasis is a place in the desert where water comes from rains that fall to the ground soaks deep into earth.
- It has nearly 200 springs.

Human interaction with environment

- Many people use the palm fronds or leaves to make wooden basket sell.
- And also, use spearmint, basil and dates for medicines.

Facts about habitat

- This area has high lands, wet lands and sand dunes.

Animals		Plants	
Red fronted gazelle	White deer	Date palm trees	Olives
Turtledove	Wolves	Spearmint	Basil

- **Parents' tips: Activity (1):** Help your child identify facts about the sources of water and the habitat and how human interacts in Siwa Oasis, then assist him/her answer the the questions.
- **Aim:** Identify the important facts about Siwa oasis.

Complete using the given words:

springs - desert - Spearmint - sand dunes - basket - underground water - wolves - olives

1. In Siwa Oasis, the main source of water is ....
2. Siwa Oasis has 200 ....
3. Siwa Oasis is a place in the ....
4. Siwa's area has high lands, wet lands and ....
5. People in Siwa use palm leaves to make ....
6. .... is used for medicines.
7. The most famous animal in Siwa is ....
8. The most famous plants in Siwa are date palm and ....

- **Subject integration:**
    - **English:** Read and understand texts.
    - **Science:** Describe how the water cycle affects the environment.
- **Life skills:** Communication - Reading.

The Water Cycle In Nature

Activity 2 **Read and learn the "Path of Water Cycle":**

Condensation

Condensation

A process that happens when the air cools down and water vapor condenses back into water droplets. These droplets collect together to form clouds.

Evaporation

Evaporation

A process that happens when the sun heats the surface of water bodies (seas & oceans), some of the water changes to vapor mixing with air and rise up.

Parents' tips: Activity (2): Help your child identify different paths to the water cycle that describe how water changes as it moves around the Earth.

Aim: Identify stages of the water cycle.

Precipitation

Run off

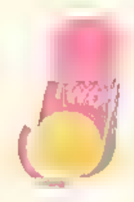
Precipitation

A process that happens when water droplets in clouds fall as "rain" "fresh water" and if air is cold they fall as "snow".

1- When water falls on earth it is collected as "lakes and rivers".
2- When water flows down the mountains it is called "run off"
3- When water soaks deep into ground it is collected as " underground water".

Lake

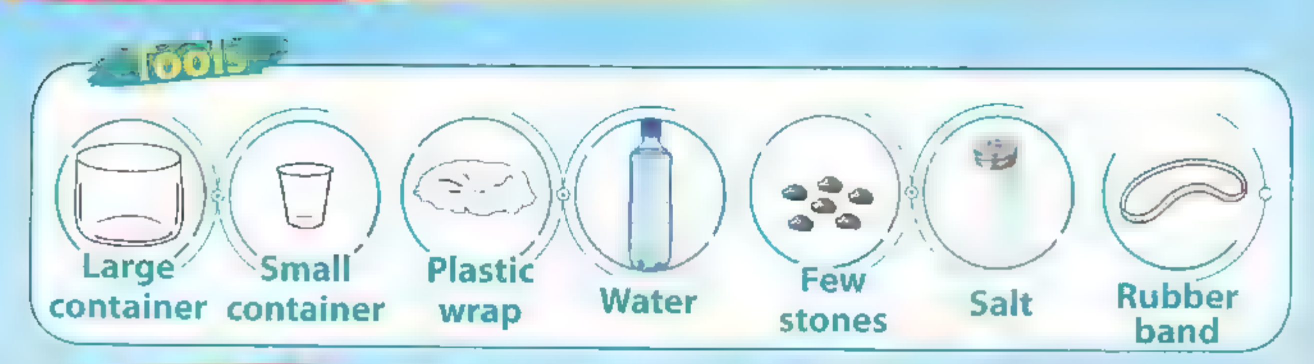
- Subject integration:
  - **English:** Read and understand texts.
  - **Science :** - Explain the global water cycle.
    - Explain the places where water cycle occurs.
    - Identify the states of water as they exist in the water cycle.
- **Life skills:** Critical thinking - Reading.

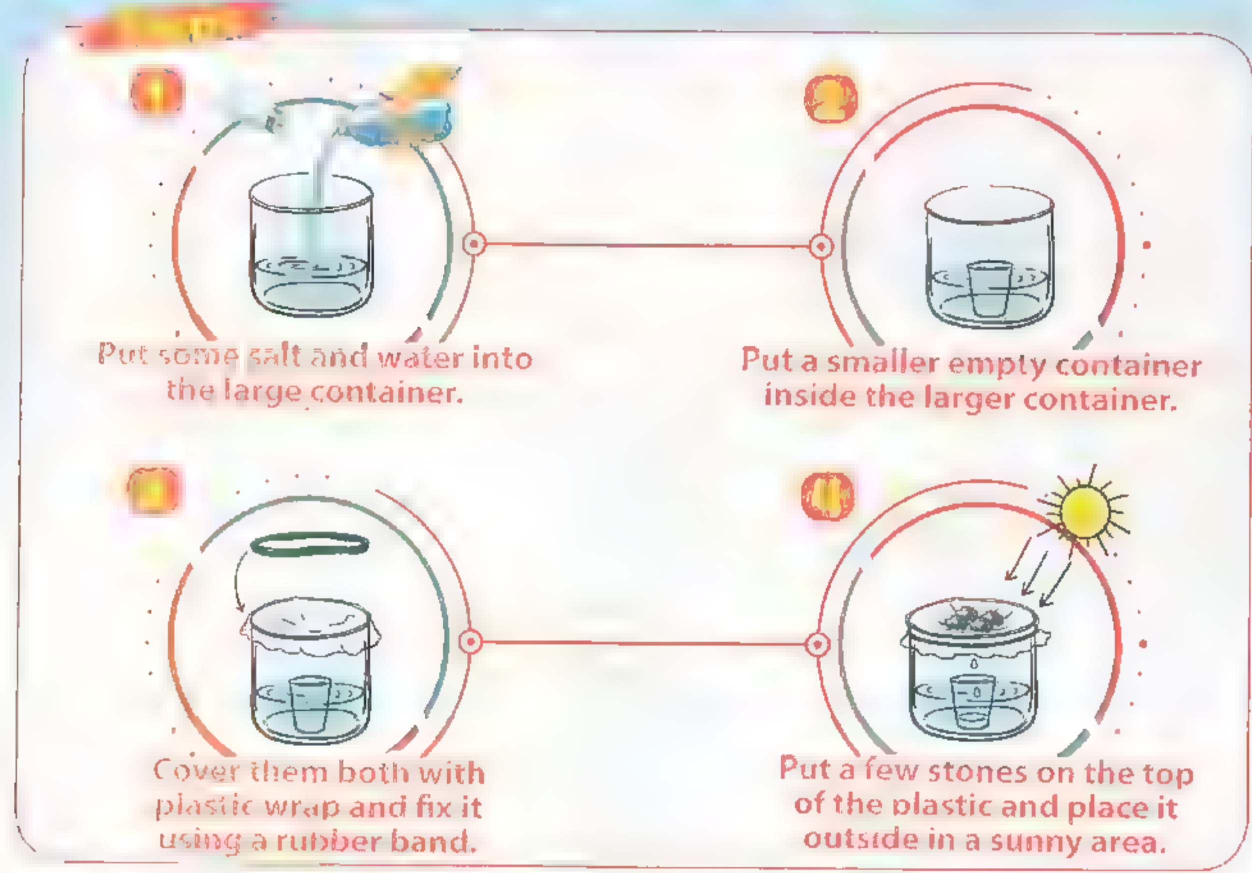


Water Cycle Model

Let's do an experiment, to build water cycle model.

Tools





Observation: [illegible] of water [illegible] on the plastic wrap [illegible] in the small container over time.

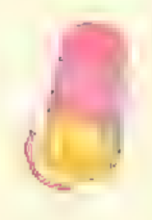
- **Parents' tips:** Assist your child to read the experiment steps of the water cycle model, then let him/her tick (✓) the correct answer of the following questions.

  Hint: You can help your child build the water cycle model at home.
- **Aim:** Model the water cycle.

Tick (✓) :

1. .... is the source of heat that causes "evaporation" of water.
   - ◯ Heater
   - ◯ Refrigerator
   - ◯ Sun
2. .... converts water into vapor (gas) and rises up.
   - ◯ Cooling
   - ◯ Heating
   - ◯ no correct answer
3. .... is the process which turns water to vapor.
   - ◯ Evaporation
   - ◯ Condensation
   - ◯ Precipitation
4. The .... acts as condensing surface.
   - ◯ container
   - ◯ plastic wrap
   - ◯ salt
5. The water condenses due to ....
   - ◯ heating
   - ◯ cooling
   - ◯ no correct answer
6. .... is the process which turns vapor to water.
   - ◯ Evaporation
   - ◯ Condensation
   - ◯ Precipitation
7. The falling back of water from the plastic surface to the small container is called ....
   - ◯ evaporation
   - ◯ condensation
   - ◯ precipitation
8. The water in the small container is .... water.
   - ◯ salty
   - ◯ fresh
   - ◯ no correct answer

- **Subject Integration:**
  - **English:** Ask and answer questions about the experiment.
  - **Science :** • Identify the states of water as they exist in the water cycle.
    • Explain the processes included in water cycle.
- **Life skills:** Critical thinking - Collaboration - Reading.



Water Cycle Affects the Weather

Complete the Water Cycle using the given words:

Precipitation - Condensation - Evaporation

....
Process happens when the water vapor cools causing "Cloudy" weather.

....
Process happens when the water is falling from the sky causing the .... weather.

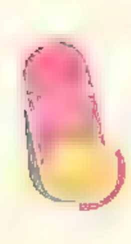
....
Process happens when heat of the sun turns water to vapor causing .... weather.

Tick (✓):

- .... process causes rainy weather.

  ☐ Evaporation ☐ Condensation ☐ Precipitation

- **Parents' tips: Activity(1) :** Help your child read the texts and complete the water cycle using the given words, then discuss with him/her how the water cycle affects the weather.
- **Aim:** Identify water cycle impacts on the weather.
- **Subject integration:**
  - **English:** Read and understand texts.
  - **Science:** • Describe the effects of water cycle on the regional weather.
    • Explain the global water cycle.
- **Life skills:** Critical thinking Communication.



Describing Weather

Activity 2 Read and learn:

To describe the weather we need to measure the ...

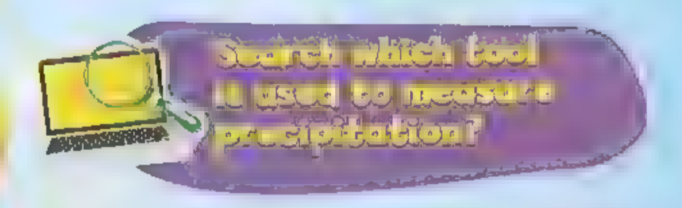
1 Wind Speed

- Is how fast is the air moving.
- Anemometer is a tool used to measure the wind speed.

"Anemometer"

2 Precipitation

- Is the water falling from the sky "rain" due to condensation.

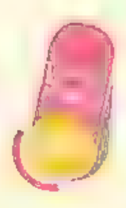


3 Temperature

- Describes how weather is cold or hot.
- Thermometer is a tool used to measure temperature.

"Thermometer"

- **Parents' tips: Activity (2):** Help your child remember the meaning of weather and discuss with him/her the factors used to describe the weather as wind speed, temperature and precipitation.
- **Aim:** Identify the factors we use for describing weather.
- **Subject integration:**
  - **English:** Read and understand texts.
  - **Science:** Describe the weather by measuring wind speed, temperature and the kind of precipitation.
- **Life skills:** Communication Self management - Reading.



Weather vs Climate

Activity 3 **Read, then answer:**

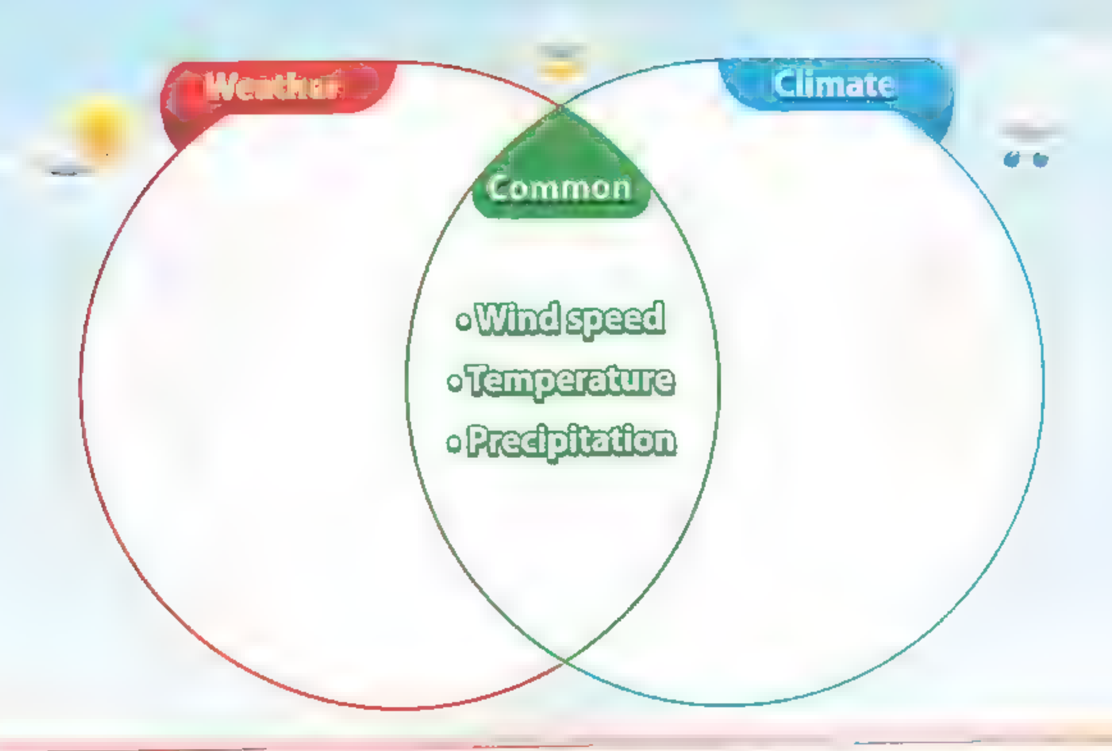
Complete using the given words:

weather - Climate

1. .... is the state of weather in a place over a long period of time.
2. Today's .... might be sunny.

- **Parents' tips: Activity (3):** Discuss with your child the difference between the weather and climate, then let him/her complete using the given words.
- **Aim:** Describe the difference between weather and climate.
- **Subject integration:**
  - **English:** Read and comprehend informational texts.
  - **Science :** Describe the difference between weather and climate.
- **Life skills:** Critical thinking Communication - Reading.

Activity 4 Compare between "Weather" and "Climate" using the Venn diagram:



★ **We often describe** climate **using** average **which is the approximate middle common temperature.**

Ex

Cairo

Days	Sat	Sun	Mon	Tues	Wed	Thurs	Fri
Max(°c)	21	23	24	25	26	22	15
Min(°c)	14	14	13	12	13	16	13

To know the average "Maximum" temperature (°C) of the week.

• Arrange the maximum temperatures on a number line ascendingly.

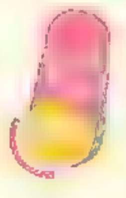
The average temperature is 23.

○ **Parents' tips: Activity(4):** Help your child compare between the weather and climate using Venn diagram, then assist him/her understand the meaning of the average that we often use for describing climate.

○ **Aim:** Describe the difference between weather and climate.

○ **Subject integration:** - **Science:** Describe the difference between weather and climate.
- **Math:** Use strategies to solve multiplication and division problems.

○ **Life skills:** Critical thinking - Communication Writing - Non-verbal communication.



My Local Climate

Complete using the given words:

sunny - rainy - cloudy - windy - snowy

The climate is ....

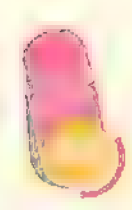
The climate is ....

The climate is ....

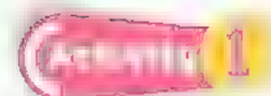
The climate is ....

The climate is ....

- **Parents' tips: Activity (5):** Help your child describe the climate in each picture using the given words.
- **Aim:** Describe the difference between weather and climate.
- **Subject integration:**
  - **Science:** Describe the different conditions of climate.
  - **English:** Answer questions about the logical connection.
- **Life skills:** Critical thinking - Communication.



A Trip Through Climate Zones



Read and learn about the climate zones, then answer:

On Earth, the climate differs from one region to another, and they are classified into Climate Zones.
Each zone has a general weather pattern. Which are?

Polar Zone

- Climate is snowy, extremely cold all year and very dry.
- Precipitation (snow).

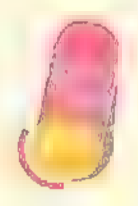
Tropical Zone

- Climate is hot and humid "sticky" all year.
- Precipitation: Moderate to heavy.

Temperate Zone

- Climate is pretty warm.
- Weather changes with seasons. (Winter - Spring - Summer - Autumn).
- Precipitation : Moderate all year.

- **Parents' tips: Activity (1):** Help your child identify each zone, distinguish between the polar, tropical and temperate zones and describe how the water cycle impacts on the climate, then let him/her answer the following questions.
- **Aim:** Identify water's impact on climate.



From your reading, tick (✓):

1. Climates can be grouped into categories called ....

   ◯ climate zones ◯ average

2. In .... zone, the climate is pretty warm.

   ◯ polar ◯ temperate ◯ tropical

3. Tropical zone, is located .... the equator.

   ◯ near ◯ far away from

4. In .... zone, the climate is snowy and cold.

   ◯ polar ◯ temperate ◯ tropical

5. In .... zone, the precipitation is snow.

   ◯ polar ◯ temperate ◯ tropical

6. In .... zone, there is a heavy rain.

   ◯ polar ◯ temperate ◯ tropical

7. In .... zone, the climate is very hot.

   ◯ polar ◯ temperate ◯ tropical

8. In which climate zone is Egypt located? ....

   ◯ Polar ◯ Temperate ◯ Tropical

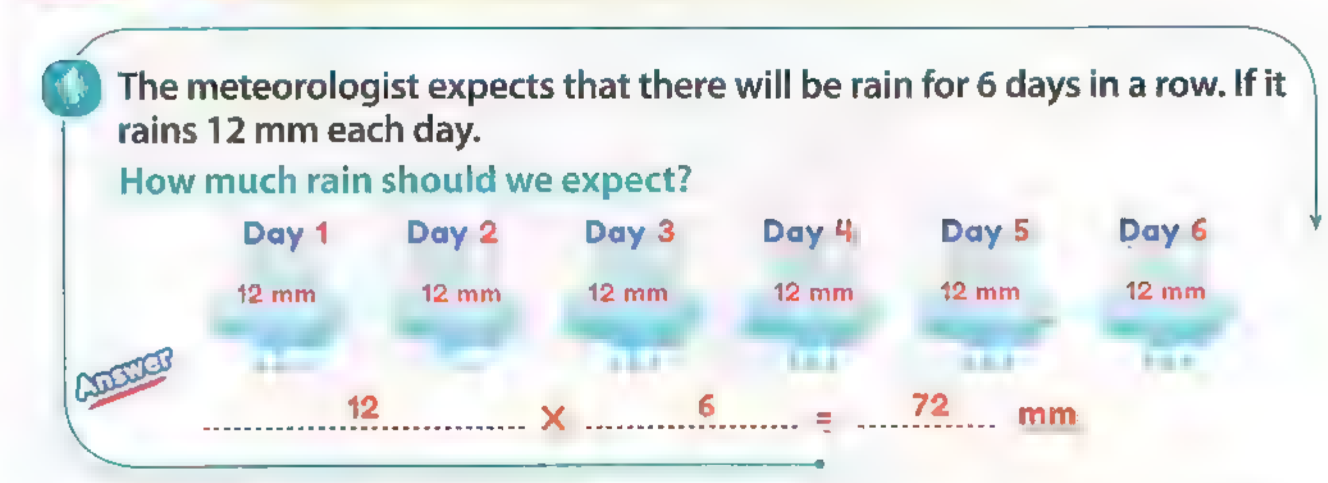
- **Subject integration:**
  - **English:** Read and comprehend informational texts.
  - **Science :** - Describe the climate in different zones.
    - Describe the effect of the water cycle on the regional climates.
- **Life skills:** Critical thinking - Communication - Reading.

Precipitation Math

Use multiplication strategies to solve precipitation problems.

1. The meteorologist expects that there will be rain for 6 days in a row. If it rains 12 mm each day.

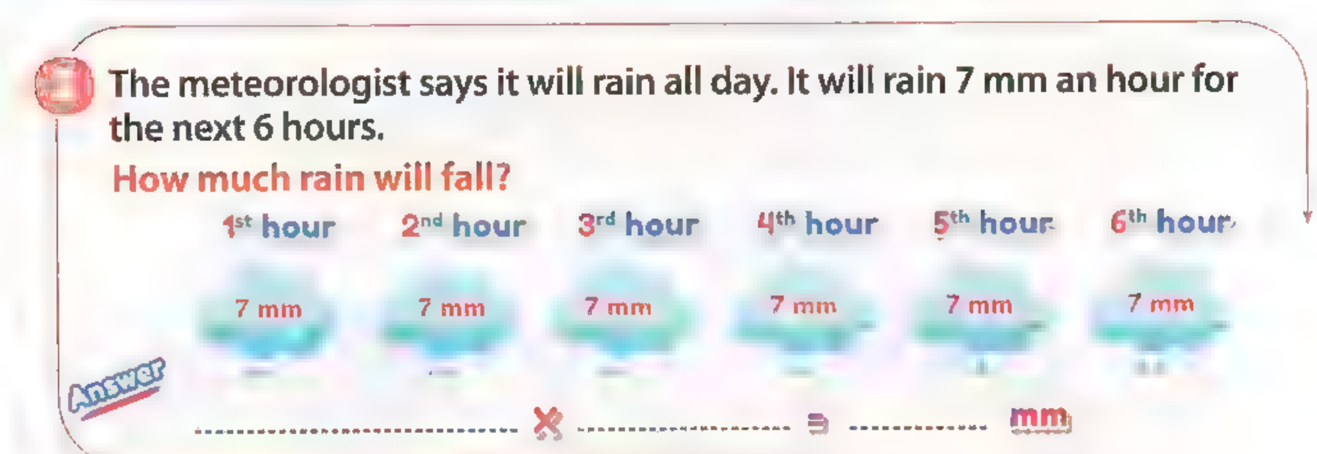
How much rain should we expect?



12 × 6 = 72 mm

2. The meteorologist says it will rain all day. It will rain 7 mm an hour for the next 6 hours.

How much rain will fall?



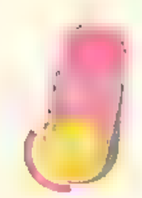
.... × .... = ... mm

3. The climate scientist recorded that for 10 months of the year, it rained 4 mm each month, the other two months no rain fell.

How much rain should we expect?

Answer .... × .... = ... mm

- **Parents' tips: Activity (2):** Assist your child solve precipitation story problems by using strategies of multiplication and division.
- **Aim:** Apply the multiplication to solve precipitation story problems.
- **Subject integration:**
  - **English:** Read and understand texts.
  - **Math:** Apply multiplication strategies to solve precipitation problems.
- **Life skills:** Critical thinking.



Comparing Egypt's Climates

Read and answer:

Hello Ramy, where did you spend your vacation?

Firstly, we went to Alexandria to visit our family and then we traveled to Luxor. Guess what! Each city has a unique weather.

How do they differ?

Alexandria is rainy and fresh while, Luxor is warm.

- **Parents' tips: Activity (1):** Help your child read the text to identify different ways to communicate information about climate.
- **Aim:** Compare climates in Egypt using weather data tables.

Wow, what about going to know more about different cities and their unique weather?

Okay, let's go.

LUXOR - AVERAGE TEMPERATURES

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Min (°C)	6	7	11	16	20	23	24	24	22	18	12	8
Max (°C)	23	25	29	35	39	41	41	41	39	35	29	24

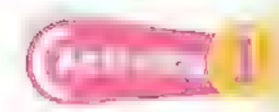
Oh, this table represents the weather of Luxor city.

* **Does the table support the descriptions Ramy gave?**

☐ Yes ☐ No

- **Subject integration:**
  - **English:** Read and comprehend informational texts.
  - **Science:** Describe the climate of your local community by using weather data.
- **Life skills:** Communication - Reading.

Describing Climates in Egypt



Send an e-mail to your friend describing the climate of Egypt and the recommended season for his visit:

Compose

To:

Subject: Climate in Egypt

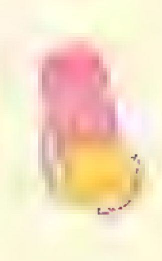
Dear ....,

How are you? I want to tell you how the climate is .... in Egypt. The weather here is .... most of the year especially in .... season.

You should visit Egypt and enjoy the weather.

See you soon

Send



- **Parents' tips: Activity(1):** Help your child write an e-mail to his/her friend tell him/her what the climate in Egypt is like and the best season for visiting.
- **Aim:** Describe the climate by using weather data tables.
- **Subject integration:**
  - **English:** Write opinion pieces , supporting a point of view with reasons.
  - **Science:** Describe climates in Egypt.
- **Life skills:** Communication.

A Factor that Affects Climate

I'm very excited, now I learn what's the reason of difference between Alexandria and Luxor's weather.

Distance from water

Alexandria

The weather is Humid and Rainy. Because its location is near to the large body of water. "Mediterranean Sea"

Luxor

The weather is Hot and Dry Because, its location is away from the large body of water.

Guess, then write your expected weather for Hurghada and why?

Hurghada

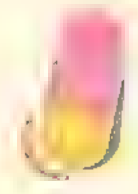
The weather ....

Because its location is .... large body of water.

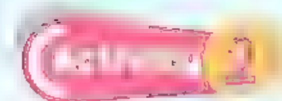
Note

The closer an area is to a large body of water, the more precipitation it will receive.

- **Parents' tips:** Discuss with your child how the location of a city can impact its climate, then help him/her find the reason of the difference between Alex. and Luxor's weather and let him/her guess the weather of Hurghada.
- **Aim:** Use a map to locate a city proximity to the bodies of water.
- **Subject integration:**
  - **English:** Read and comprehend informational texts.
  - **Science:** Describe the impact of bodies of water on regional climates.
  - **Social studies:** Apply tools and features to help read and interpret maps and globes.
- **Life skills:** Critical thinking - Making decision - Reading.



Africa



Look at the map, use the map scale, then answer.

Note:
1 square grid on the map represents 1000 Km in reality.

Determine the distance between Cairo to each body of water.

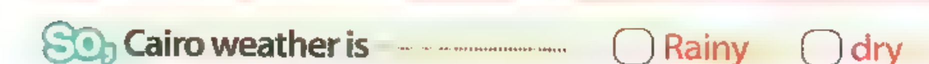
1. From Cairo to Mediterranean Sea.

= 250 Km

2. From Cairo to Indian Ocean.

4x = 4 x 1000 = 4000 Km

3. From Cairo to North Atlantic Ocean.


5x =

Note:
Each small square= 250 kilometers (km)

So, Cairo weather is .... ◯ Rainy ◯ dry

- Parents' tips: Activity (2): Help your child determine the distance between Cairo to each water body using the map scale to guess its weather.
- Aim: Apply map key to measure distances.
- Subject integration:- Social studies: Apply tools and features such as legend and simple grid system to help measuring the distances.
  - Science: Describe the impact of bodies of water on regional climates.
  - Math: Use strategies to solve multiplication problems.
- Life skills: Critical thinking - Making decision.

Distance from Equator

Activity 3 Look at the map, then answer:

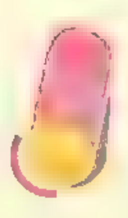
Do you Know?
As we get closer to the equator, the temperature increases.

Do you remember?
The "equator" is an imaginary line passing through the middle of our planet Earth.

Tick (✓):

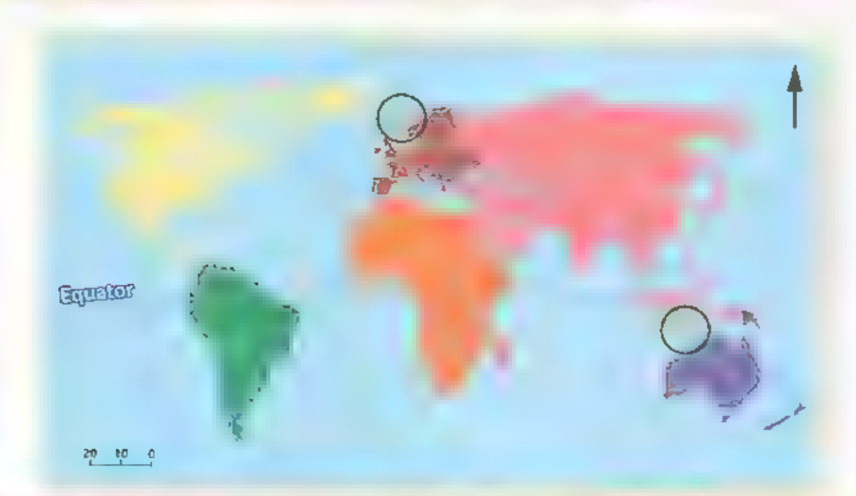
1. The climate in the north and south poles (polar area) is ....
   - ◯ cold ◯ warm
2. The climate in Egypt is ....
   - ◯ cold ◯ warm
3. The climate in Brazil is ....
   - ◯ cold ◯ hot
4. The area's location affects its climate ....
   - ◯ Yes ◯ No

- **Parents' tips: Activity(3):** Discuss with your child how the location of a city in relation to the equator line can impact its temperature, then tick the correct answer.
- **Aim:** Use evidence to support answers about climate.
- **Subject integration:**
  - **Science:** Describe how the location in relation to the equator line can impact the weather.
- **Life skills:** Critical thinking - Making decision Reading.



Climate Data

Look at the temperatures of each city, then write the number of each on the map.



City1:

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	TEMPERATURE (°C)											
Max.	-2	-2	0	3	8	12	15	14	10	5	1	-1
Min.	-6	-6	-5	-2	2	6	9	7	4	1	-3	-2

City2:

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	TEMPERATURE (°C)											
Max.	31	32	32	32	32	32	32	32	32	32	32	31
Min.	23	24	24	24	24	24	23	23	24	24	24	24

Tick (✓):

* Which climate factor did you use in the above activity?

◯ Distance from the equator. ◯ Distance from the body of water.

- **Parents' tips: Activity (1):** Help your child look at the temperature table for each city, then let him/her guess its location on a world map.
- **Aim:** Analyze climate data to determine a city's location on a world map.
- **Subject integration:**
  - **Science:** Describe how the location in relation to the equator line can impact the climate.
  - **Social studies:** Apply tools and features (such as cardinal directions, legend, simple grid system) to help read and interpret maps and globes
- **Life skills:** Critical thinking - Making decision.

Look at the precipitation table for each city, then write the number of each on the map.

City1:

	PRECIPITATION											
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm	10	4	2	6	19	30	35	42	44	18	7	10

City2:

	PRECIPITATION											
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm	268	204	238	275	276	221	174	198	249	341	390	320

Tick (✓):

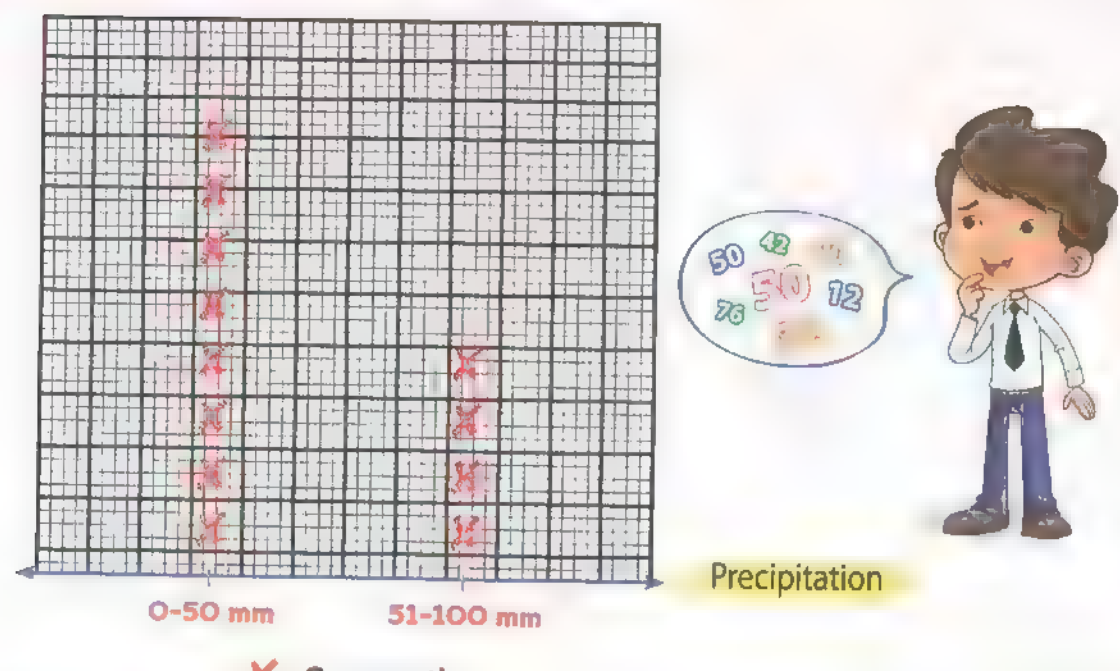
* Which climate factor did you use in the above activity?

◯ Distance from the equator. ◯ Distance from the body of water.

- **Parents' tips: Activity(2):** Help your child look at the precipitation table for each city, then let him/her guess its location on a world map.
- **Aim:** Analyze climate data to determine a city's location on a world map.
- **Subject integration:**
  - **Science:** Describe the impact of bodies of water on regional climates.
  - **Social studies:** Apply tools and features to help read and interpret maps and globes.
- **Life skills:** Critical thinking - Making decision.

Precipitation

Activity (3) **Look at the line plot, that represents the climate of a city, then answer.**



Answer:

1. How many months had a precipitation > 50 mm?

....

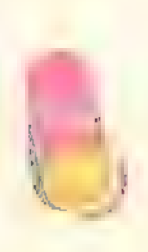
2. How many months had a precipitation < 50 mm?

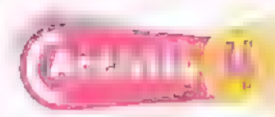
....

3. What do you think, this city is located .... the large body of water.

☐ near ☐ far away

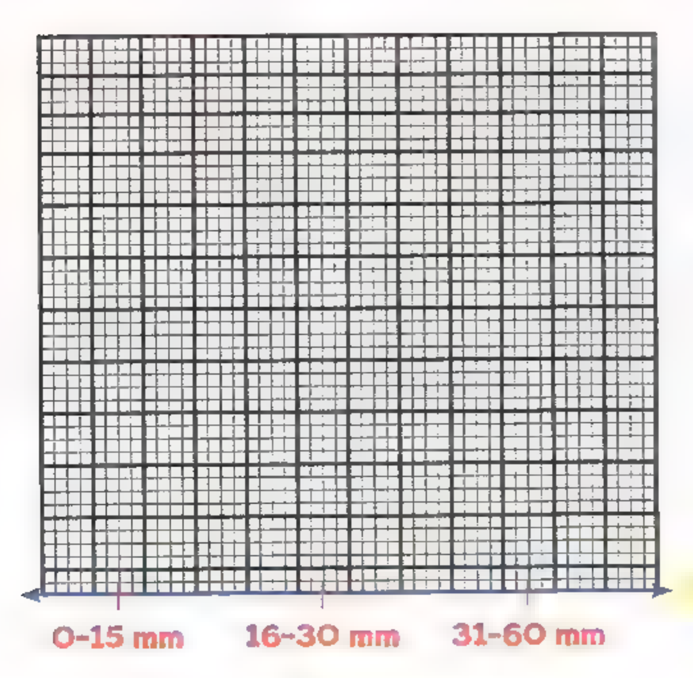
- **Parents' tips: Activity (3):** Help your child look at the line plot graph that represents the precipitation data of a city, then let him/her answer the questions.
- **Aim:** Analyze climate data of a city.
- **Subject integration:** - **Math:** Visualizing precipitation data of a city.
  - **Science:** Describe the impact of bodies of water on regional climates.
- **Life skills:** Making decision   Non-verbal communication.





Represent the precipitation data table of Alexandria city by using a line plot.

PRECIPITATION												
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm	55	30	15	4	1	0	0	0	1	9	30	55



Complete:

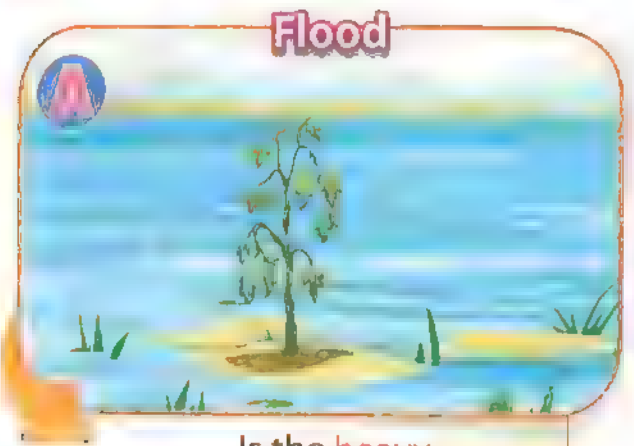
* From the first chapter, you learned that there are three ways to represent collected data such as line plot, ... and ....

- **Parents' tips: Activity (4):** Help your child represent the precipitation data table of Alexandria city using a line plot, then let him/her answer the question.
- **Aim:** Create line plots using the data charts.
- **Subject integration:**
  - **Math:** Visualizing precipitation data of a city.
- **Life skills:** Making decision- Critical thinking - Non-verbal communication.

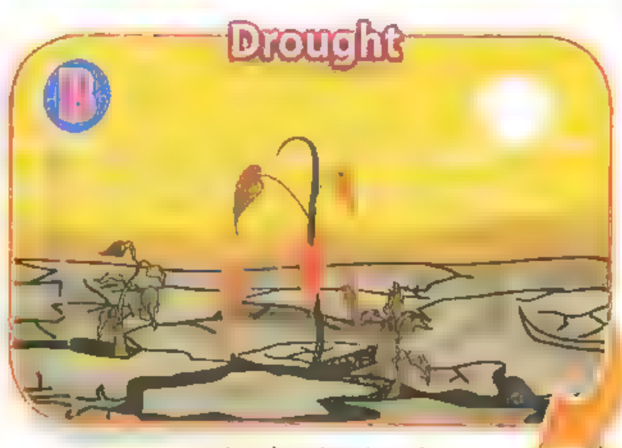
Water Issues

"How would you think climate can impact living organisms?"

Activity 1 Look at the pictures, then answer the questions below:



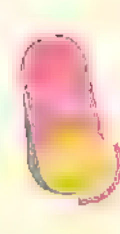
Is the heavy precipitation in a short period of time.



Is the lack of precipitation in a long period of time.

Tick (✓) :

1. Do you think plant (A) will survive?
   ◯ Yes ◯ No
2. Do you think plant (B) will survive?
   ◯ Yes ◯ No
3. .... is the heavy amount of rain in a short period of time.
   ◯ Flood ◯ Drought
4. .... is the extreme lack of rain in a long period of time.
   ◯ Flood ◯ Drought



- **Parents' tips: Activity (1):** Help your child identify the water issues and know the difference between the flood and drought, then discuss with him/her how climate can impact living organisms.
- **Aim:** Identify the water issues that impact Egypt and global communities.
- **Subject integration:** - **English:** Ask and answer the questions to demonstrate understanding of the texts.
  - **Science:** Distinguish between various natural water issues that impact local and global communities such as flooding and drought.
- **Life skills:** Critical thinking - Communication Reading.

Floods and Droughts

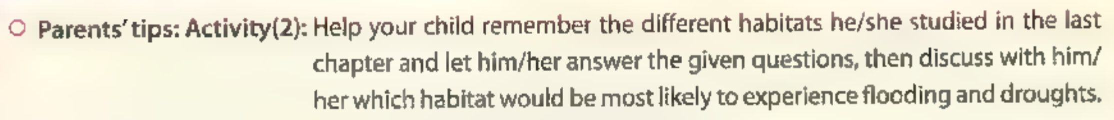
Look at the pictures, then answer the questions below:

A) Complete:

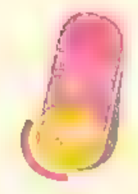
1. .... habitat is a dry flat land found all over the world.
2. The weather in .... habitat is rainy and warm.
3. .... habitat is located near the south poles.
4. .... found where land meets fresh water or saltwater.
5. In .... habitat ice covers large areas.

B) Tick (✓):

1. A flood is most likely to occur in .... habitat.
   ◯ grassland ◯ rainforest ◯ wetland
2. A drought is most likely to occur in .... habitat.
   ◯ grassland ◯ polar ◯ rainforest



- **Parents' tips: Activity(2):** Help your child remember the different habitats he/she studied in the last chapter and let him/her answer the given questions, then discuss with him/her which habitat would be most likely to experience flooding and droughts.
- **Aim:** Explain where specific water issues are most likely to occur.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of tne texts.
  - **Science:** Distinguish between various natural water issues that impact local and global communities.
- **Life skills:** Critical thinking - Communication.

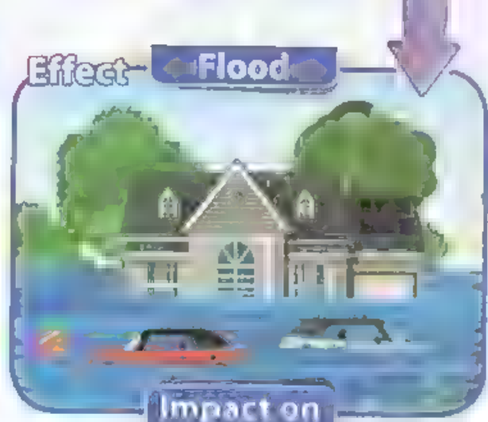


Researching a Water Issue

Activity 3 **Read, then answer:**

Cause: The heavy precipitation (rain) causes ....

Effect: Flood



Impact on

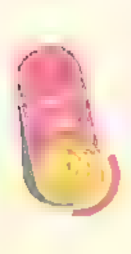
Human
It causes contamination of drinking water sources.

Plants and animals
It causes the death of plants and animals due to destroying their habitats.

Environment
It causes rivers to over flow.

Complete:

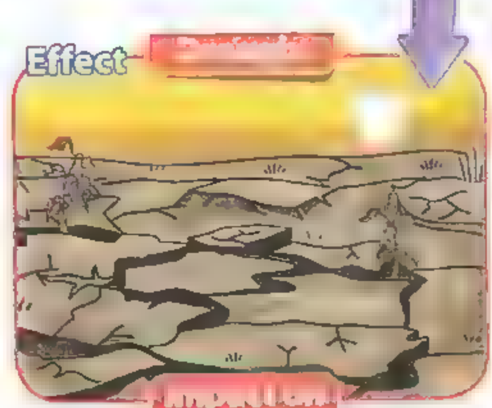
1. .... occurs when an area is covered by water.
2. Heavy amount of rains causes ....
3. Flood causes rivers to ....
4. Flood can cause the .... of plants.



- **Parents' tips: Activity (3):** Help your child read the text to identify the causes of flooding and how flood can impact on human, environment, plants and animals, then complete.
- **Aim:** Identify the water issues that impact Egypt and global communities.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of the texts.
  - **Science:** Distinguish between various natural water issues that impact local and global communities such as flood.
- **Life skills:** Critical thinking - Communication - Reading.

Read, then answer:

Cause: The extreme lack of precipitation (rain) causes ....



Human

It causes contamination of drinking water sources.

Plants and animals

It causes the death of plants and animals due to destroying their habitats.

Environment

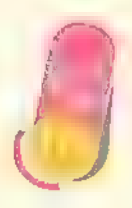
It causes rivers and lakes to dry up.

Complete:

1. The lack of rain causes ....
2. Drought can cause .... sources of drinking water.
3. .... happens when very dry weather lasts for a long period of time.
4. Drought causes rivers to ....

"Are flood and drought similar?"

- **Parents' tips: Activity(4):** Help your child read the text to identify the causes of drought and how drought can impact on human, environment, plants and animals, then complete.
- **Aim:** Identify the water issues that impact Egypt and global communities.
- **Subject integration:** - **English:** Ask and answer the questions to demonstrate understanding of the texts.
  - **Science:** Distinguish between various natural water issues that impact local and global communities such as flooding and drought.
- **Life skills:** Critical thinking - Communication - Reading.



Museum Display Requirements

Activity 1 Complete your design tasks.

Do you remember?
Requirement, is something that we need to make a design.

Hi, let's design a museum about habitats.

That's a good idea.

- Who is responsible for writing overview of the habitat's climate?

① Name: ....

- Who is responsible for drawing a diagram of how water cycle impacts climate?

② Name: ....

- Who is responsible for collecting data about plants and animals that live in the habitat?

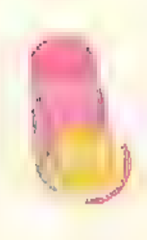
③ Name: ....

- Who is responsible for showing location of a habitat on a world map?

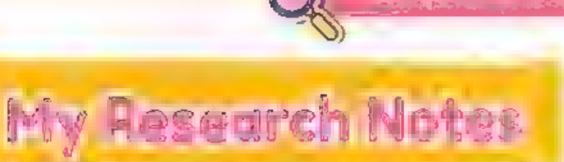
④ Name: ....

- Who is responsible for writing factors that impact climate?

⑤ Name: ....



- **Parents' tips: Activity (1):** Help your child know the benefits of the cooperative work by letting him/her build a team to design a museum, then assign a task to each member.
- **Aim:** Collaborate to plan a museum display for a habitat.
- **Subject integration:**
  - **English:** Participate with peers to create a museum.
  - **Science:** Determine the habitat climate, location and impacting factors.
- **Life skills:** Collaboration - Productivity - Reading.



My Research Notes

Search to create a museum for a habitat:

Habitat is ....

◯ polar ◯ rainforest ◯ wetland ◯ grassland

Habitat exists ....

◯ near the equator ◯ near the body of water

◯ away from the equator ◯ away from the body of water

My assigned/selected region: ....

Climate Zone

In which climate zone the habitat is located?

- Polar Zone. ◯
- Temperate Zone. ◯
- Tropical Zone. ◯

Factors impact climate

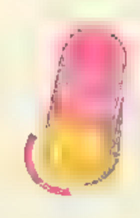
Precipitation

- heavy ◯
- moderate ◯
- lack ◯

Draw a diagram of water cycle

Stick picture of water cycle

- **Parents' tips: Activity(2):** Help your child use the library or the internet to search for a specific habitat, then let him/her complete the boxes.
- **Aim:** Record notes from a research of a specific region's climate.
- **Subject integration:**
  - **English:** Write informative texts to examine a topic and convey ideas and information clearly.
  - **Science:** Determine the climate zones and impacting factors.
- **Life skills:** Self-management - Communication.



Make a museum display about your habitat.

My habitat is ....

- ◯ polar
- ◯ rainforest
- ◯ wetland
- ◯ desert

My habitat exists ....

- ◯ near the equator
- ◯ near the body of water
- ◯ away from the equator
- ◯ away from the body of water

My assigned/selected region: ....

Facts about the climate:

....

....

....

....

Connection between climate and water cycle:

Draw the diagram of water cycle

Factors that impact climate:

....

....

....

....

Plants and animals:

Stick picture for plants and animals

Locate the habitat on a world map

Tick (✓) the learning outcomes you have learned through the chapter:

- ◯ The importance of water in our lives.
- ◯ How to conserve water.
- ◯ The stages of water cycle.
- ◯ Describe the difference between climate and weather.
- ◯ How water cycle impacts on weather.
- ◯ Identify climate zones.
- ◯ Compare climates in Egypt using weather data.
- ◯ Analyze climate data to determine city location on a world map.

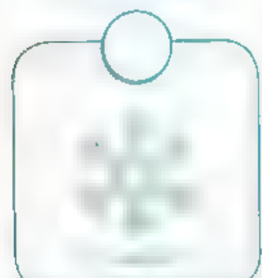
Help Sally to turn the leaky faucet off:

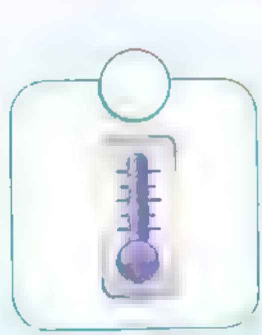
SAVE WATER

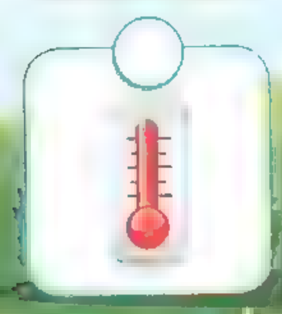
What's the weather like?

Read and number the pictures:

1. Windy
2. Sunny
3. Thunderstorm
4. Snowy
5. Freezing
6. Cloudy
7. Hot
8. Tornado
9. Rainy
10. Cold
11. Stormy







"How Can I Help?"

- Students discover the impact flooding can have on a community.
- Students describe people in the community who help make a difference and contribute toward bettering the community.
- Students discover ways they can be involved in local government.

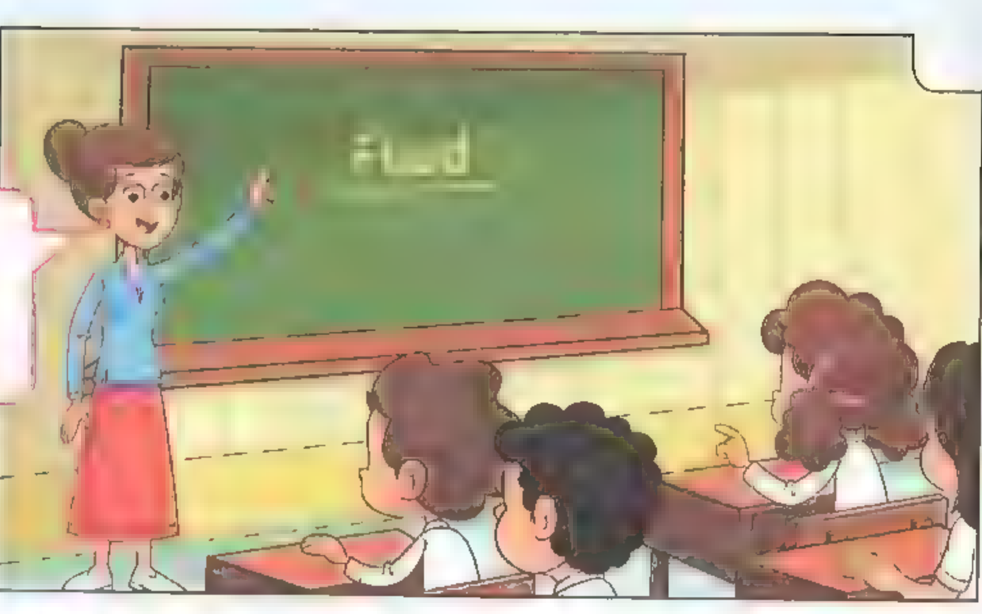
- Students learn how the past has impacted the local community.
- Students describe how jobs can contribute to the local community and protect the community's environment.
- Students explore the role technology can play in local jobs and how technology can impact the environment.

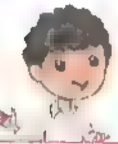
- Students apply the engineering design process to create an effective flood barrier to minimize flooding damage.

		Pacing Guide	
Discover	1	**Students will:** - Describe (immediate) impacts of flooding on a local community. - Discover ways communities work to prevent flooding.	- Flood - Impact
	2	- Identify ways to positively impact the local community through volunteering. - Identify national government structure. - Explore the practice of voting.	- Volunteer
	3	- Describe themselves as leaders. - Collaborate to discuss flood prevention methods. - Describe how jobs positively contribute to the community.	- Leader - Vote
Learn		**Students will:** - Analyze traits of popular leaders and describe characteristics of good leaders. - Research how past people and events have impacted the local community. - Act out an interview between a reporter and a historical leader.	- Community - Leadership - Traits
		- Communicate environmental needs of the local community. - Explain how people can help protect the environment.	- Irrigate
		- Describe how technology has contributed to environmental protection.	- Advantage - Disadvantage
		- Use coding to create a drone scanning map of a flooded area in Alexandria.	- Algorithm - Code - Society
		Students will: - Apply learnings to plan effective flood barriers. - Analyze material choices. - Apply the engineering design process to collaborate to solve a problem.	- Requirement
		- Collaborate to create effective flood barriers. - Test performance of flood barriers.	- Improve - Test
		- Redesign flood barriers based on test performance. - Explain choices made in redesign. - Communicate learning to the community.	- Redesign

What Do You Think We will Study?

Activity 1 Read, then tick (✓) :





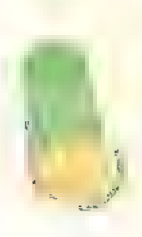
It damages the habitats of some animals. ◯

◯ It occurs due to heavy amount of rain

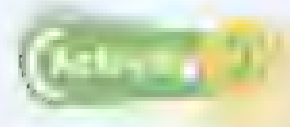
It occurs when an area is covered by water. ◯

◯ It occurs due to lake of rain.

- **Parents' tips: Activity(1):** Help your child remember water issues that impact community like flood and how it changes environment and habitat.
- **Aim:** Describe the impacts of flooding on the local community.
- **Subject integration:** - **Science:** Identify natural water issues that impact communities as "flood".
  - **English:** Read and understand the texts.
- **Life skills:** Critical thinking - Reading.

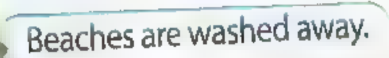


Identifying Impacts



Read and learn the "Negative impacts of floods on the environment & community":

Effect on the Environment



Beaches are washed away.

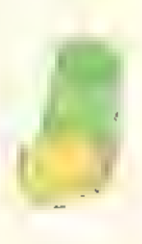
Animals leave their habitats.

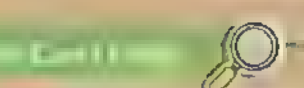
Effect on the Community "People"

People stuck at home as streets are covered with water.

People feel scared.

- **Parents' tips: Activity(2):** Help your child look at the pictures to identify the negative impacts of floods on the community "people" and the environment.
- **Aim:** Describe the impacts of flooding on the local community.
- **Subject integration:** - **Science:** Distinguish between different natural water issues that impact communities as "flood".
  - **English:** Reading captions under pictures to get information.
- **Life skills:** Communication.





Heavy Rains in 2015

Activity 3 **Read the article:**

Daily NEWS #76

ALEXANDRIA HEAVY RAINS

The city was drenched with more than 20 cm of rain in just two days.

The water from heavy rains built up quickly.
Pipes which were built to carry the water away were overwhelmed.

The heavy rains impacted the local environment and the citizens of Alexandria.
Waters entered the street level of businesses and other buildings.

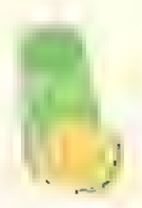
Citizens helped one another get out safely home.

People shared food and supplies.Police helped guard the town.

The local government began looking for ways to minimize the effects of heavy rains in the future, such as computer sensors that can measure water depth, better drains,...etc.

Parents' tips: Activity(3): Help your child read the informational texts about the Alexandria heavy rains, then let him/her record the key details from reading.

Aim: Describe ways communities work to prevent heavy rains.



From the article reading, write the key details as shown:

Key details:
The words of statement that give important information about an event.

Main Topic:

Alexandria Heavy Rains in 2015

Key details:

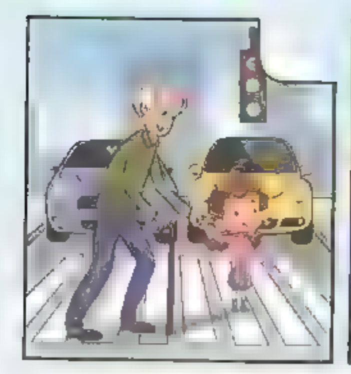
1. Citizens help one another.
2. Heavy rains impacted the local environment.
3.
4.
5.
6.

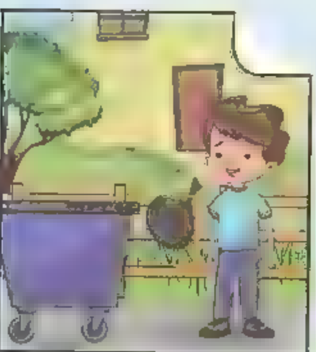
- **Subject integration:**
  - **Science:** Explain the role of society in the development and use of technology.
  - **English:** Reading informational text.
  - **Reading Comprehension & Informational Text:** Identify the main idea of a text; recount the key details and explain how they support the main idea.
- **Life skills:** Critical thinking - Decision making - Reading - Writing.

Vocabulary

Vocabulary word "Volunteer"

Activity 1 **Look at the pictures, then tick (✓):**


She helps old people.


He puts the trash outside the house.

He plants trees in the street.

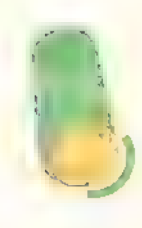
She organizes the books in the library.

Tick (✓):

	True	False
1 **Sally and Ramy are helpful to their community.**	◯	◯
2 **They are not paid for what they do.**	◯	◯

Volunteer: is the one that helps others in different activities without being paid.

- **Parents' tips: Activity (1)** Help your child define the word "volunteer" and discuss the activities they could volunteer in.
- **Aim:** Identify the ways to positively impact the community through volunteering.
- **Subject integration:** - **Social studies:** Describe the actions of people who made positive differences in their communities.
  - **English:** Write complete sentences.
- **Life skills:** Collaboration - Self-management.



Being A Good Citizen

Activity 2 Tick (✓) the good citizen actions:

Collect donates for people in need.

Disrespect each other.

Clean their streets.

Throwing trash.

Plant trees in the streets.

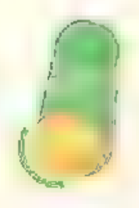
Help old people.

Cheating

Loyal

Interact with the teacher at school.

- **Parents' tips:Activity (2):** Discuss with your child about the good actions must be followed to be positive volunteer and a good citizen, then let him/her choose.
- **Aim:** Identify the ways to positively impact the community through volunteering.
- **Subject integration:**
  - **Social studies:** Describe the actions of people who made positive differences in their communities.
  - **Vocational Fields:** Identify and demonstrate good interpersonal skills at school and home including in different vocational activit es.
- **Life skills:** Collaboration - Self-management.



I Can Volunteer

Read Ramy's letter to his parents:

Dear Mum and Dad, Date: / /

I am interested in an opportunity to volunteer.
I want to help my community to be a better place.
I can do many activities.

Your Son
Ramy

Dear .... Date: / /

....

....

....

....

....

Your

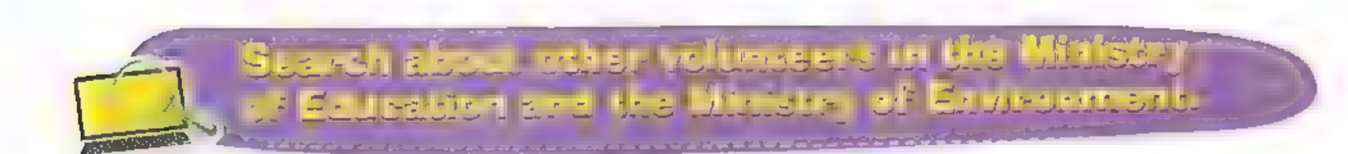
Try to write your own.

- Parents' tips: Activity(3): Help your child read Ramy's letter to his parents and assist him/her write a letter about an opportunity to volunteer in his community to develop it.
- Aim: Identify the ways to positively impact the community through volunteering.
- Subject integration: - Social studies: Describe the actions of people who made positive differences in their communities.
  - English: Writing complete sentences.
- Life skills: Collaboration - Self-management - Writing.

Our Community Structure

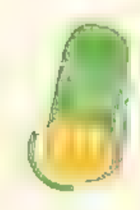
Read and learn about volunteering employees in our community:

In our community, there are employees like the "Doctors & Nurses" who belong to the Ministry of Health, act as volunteers through their official jobs, by treating and caring about the people's health. Specially the needy ones.



Search about other volunteers in the Ministry of Education and the Ministry of Environment.

- **Parents' tips: Activity (4):** Help your child know the government structure of Egypt, and the different ministries and their responsibilities to help citizens.
- **Aim:** Identify the national government structure.
- **Subject integration:**
  - **Social studies:** Identify local government structures and leaders and their functions.
  - **Vocational Fields:** Identify and demonstrate good interpersonal skills at schoo. and home including in different vocational activities.
- **Life skills:** Self management - Communicat on Reading.



I Can Lead

Read, then answer:

Today, we are going to vote to choose a class leader.

Who will be the class leader?

Vote!

The students in the class will choose one of them:

I am brave, polite and funny.

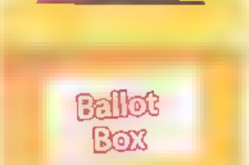
I am a good communicator and kind but moody.

I am caring and fair but nervous.

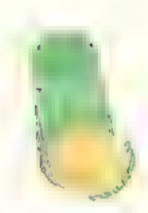
I am a good communicator, wise and help others.

Voting: Is making a group decision

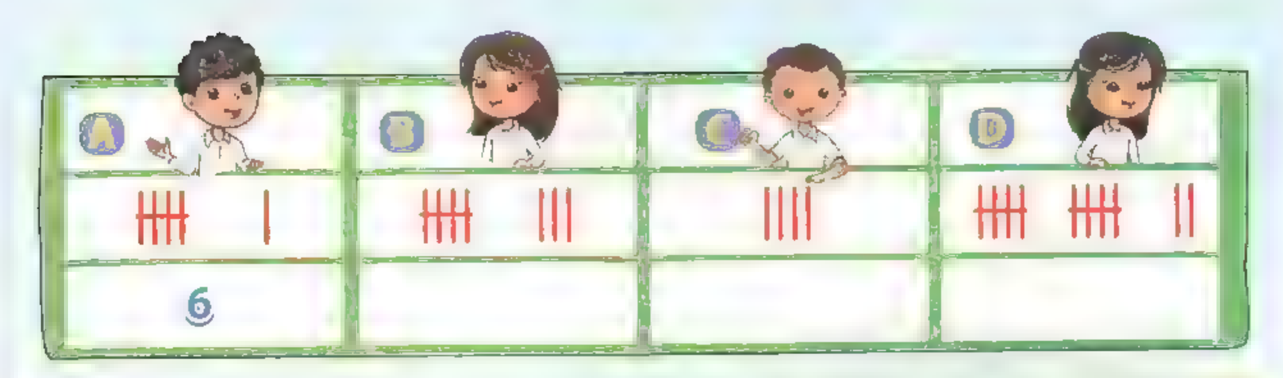
My "Ballot"
I vote for
....



- **Parents' tips:** Help your child identify the meaning of voting, and discuss with him/her the traits must be found in a good class leader, then let him/her choose the person he/she think will best perform a job.
- **Aim:** - Describe themselves as leaders.
  - Define and practice the term " voting".



Sally collected the data in her class:



Complete using the given words:

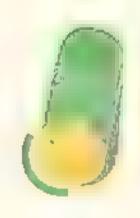
A - C - D - B - wise - nervous - Lazy
good communicator - moody - help others

1. The class voted for ....
2. He/She can be the class leader because he/she is .... ,
   .... and ....
3. The least one is ....
4. The leader shouldn't be .... , ... and ....

Tick (✓):

	True	False
1. Leaders help people and community.	◯	◯
2. Voting is the decision of one person.	◯	◯
3. Leaders are problem solvers and good listeners.	◯	◯

- **Subject integration:**
  - **Social studies:** Explain how individual citizens can get involved in local government (such as voting).
- **Life skills:** Collaboration - Decision-making Respect for diversity - Reading.



Flood Prevention

Read the ways used to minimize or prevent flooding, then answer:

- Stop the excess water from entering rivers or canals to prevent water floods.
- So, the water can be slowly released, preventing severe flooding.

- Sandbags put in front of doors, so water is diverted around them.

Canals

- Flood water is diverted to canals, rivers to move the water away from the city flooded areas that may make other water bodies.

- **Parents' tips: Activity(1):** Help your child read the different ways that the government and people used to minimize or prevent flooding, then let him/her answer the questions.
- **Aim:** Collaborate to discuss flood prevention methods.

Look at the pictures, then complete using the given words:

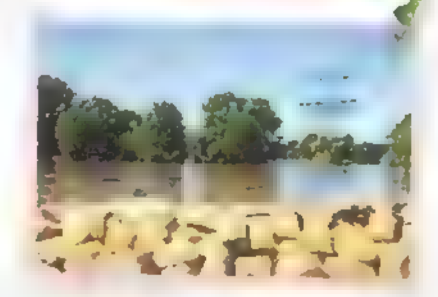
Sandbags - slowly - canals - sand - dams

.... prevent severe flooding.

Floodwater is diverted to ....

Water passes .... through dams.

To prevent floodwater from reaching houses, we put ....



People use .... to prevent heavy rains.

You can search for more ways.

- **Subject integration:**
  - **Science:** Explain the role of society and government in development and technology to face floods' impacts.
  - **Writing:** Research a specific topic or question using a variety of resources.
- **Life skills:** Collaboration- Decision-making - Reading.

Jobs Can Have An Impact

Read the positive impact of civil engineer on the community, then search about more other jobs:

Parents' tips: Activity (2): Help your child identify the impacts and responsibilities of civil engineer to help the community after and during floods, then let him/her search more about other jobs, then answer the questions.

○ **Aim:** Describe how jobs positively affect the community Reading.

From your search, complete the following:

I am a firefighter.

My responsibilities:
....
....

Job challenges:
....
....

My impact:
....
....

I am a police officer.

My responsibilities:
....
....

Job challenges:
....
....

My impact:
....
....

- **Subject integration:**
  Vocational Fields : Collect information about how local jobs affect the community and protect and conserve the environment.
- **Life skills:** Collaboration - Respect for diversity.

What Makes a Good Leader?

Choose the traits that should be in a good leader:

Generous - lazy - loyal - good communicator - coward - caring - angry - polite - moody - brave - mean - responsible - wise - selfish - help others - bossy - cooperative - calm.

....

....

....

....

....

....

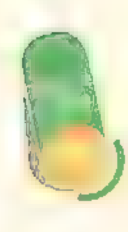
....

....

....

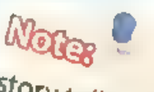
....

- **Parents' tips: Activity(1):** Discuss with your child to know the traits that should be in good leaders, then let him/her choose from the given words.
- **Aim:** Analyze traits of leaders and describe the characteristics of good leaders.
- **Subject integration:** - **Social studies:** Describe the actions of people that positively impact the communities.
  - **Vocational Fields:** Identify and show good interpersonal skills.
- **Life skills:** Collaboration.



An Interview with a Leader

2 Read about some of our Egyptian leaders in different fields:



History tells us the past, so we can be better members in the community.

Cleopatra

- An ancient queen of Egypt.
- Ruled Egypt many years.

Naguib Mahfouz

- An Egyptian writer.
- Won Nobel Prize.

Samera Moussa

- An Egyptian nuclear physicist.
- Worked to make medicine using nuclear technology.

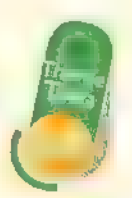
Dr. Magdy Yacoub

- An Egyptian professor of heart surgery.
- Head of Magdi Yacoub Global Heart Foundation in Aswan.

Umm Kulthum (Kawkab Al-Sharq)

- An Egyptian singer and actress.
- Helped the community during the war.

- **Parents' tips: Activity(2):** Help your child discuss some historical leaders and characters that positively affect the community, then help him/her research about other good leaders.
- **Aim:** Discuss how past people and events have impacted the local community.
- **Subject integration:**
  - **Social studies:** Describe how an event or a person from the present and the past can develop the local community.
  - **Speaking and Listening:** Listen to the speaker with interest and attention until the end of the statement or story.
- **Life skills:** Collaboration - Communication - Reading.



Help Ramy to make an interview with a leader:

(You can choose a leader and stick his/her picture).

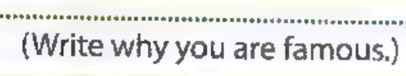
- Today I will be interviewing ....
- Nice to see you.

....
(Write greeting.)

- Tell us when and where you were born.

I was born at ...., in ....
(Write place and date.)

What did you do to be famous?



....
(Write why you are famous.)

- **Parents' tips:** Help your child research a famous leader, then let him/her write an interview script.
- **Aim:** Act out an interview between a reporter and a historical leader.

What are the traits that made you an important leader?

I am kind, ...
Problem solver, ... and ....

Stick

What things did you do for your community?

I ....
....

Stick

Thank you for the interview. I am proud to meet you.

Thank you.

Stick

- **Subject integration:** **English:** Write a dialogue to express an interview with a leader.
  - **Social studies:** Describe a person and an experience that affects and develops the local community.
- **Life skills:** Collaboration.

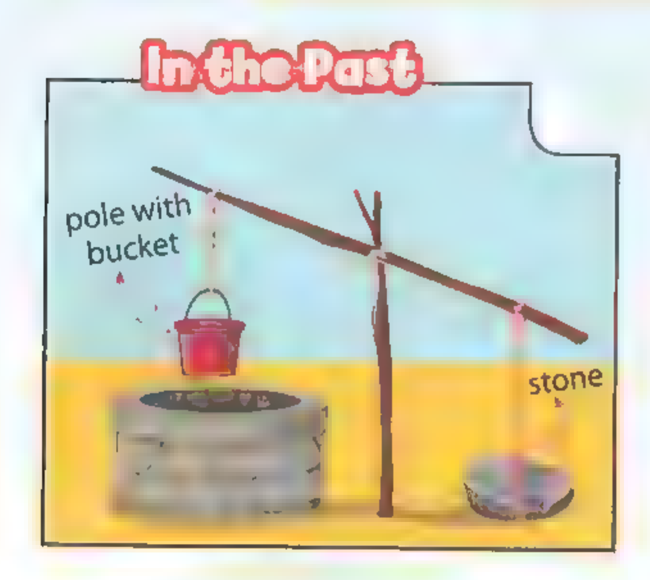
A Problem at The Oasis

Do you know that the oasis supplies water to the community for drinking, irrigation, planting crops, making pottery and textile to earn money?

Yes, but how do people in the oasis get water?

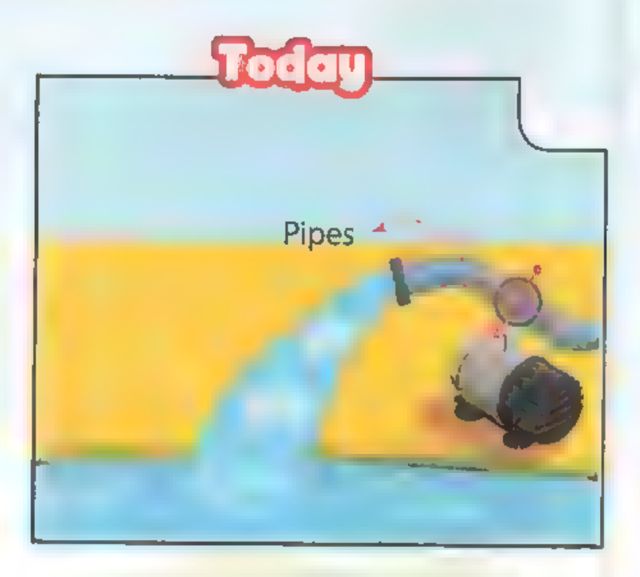
Read & learn how the Oasis water was collected "In the past" & "Today":

In the Past



People made the "shadoof" to collect underground water.

Today

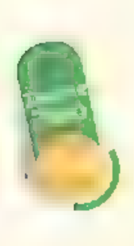


People used the "electric water pump" to pump more fresh water than shadoof through pipes.

Note

The oasis can dry up if there is a drought or no rain.

- **Parents' tips: Activity (1) :** Help your child identify the ways used in the past to reach the sources of water in oasis and the role of technology nowadays to solve the water issues like "drought".
- **Aim:** Communicate the environmental needs of a local community.
- **Subject integration:**
  - **Science:** Explain the role of society in the development and use of technology, with support.
  - **Social Studies:** Describe how an event, person, or institution from the past contributed to developing the local community (such as heritage industries, local businesses, architecture, place or street names, and so on.
- **Life skills:** Problem solving Critical thinking - Reading.



The Impact of Modern Technology

Read the impact of water pump technology, then answer:

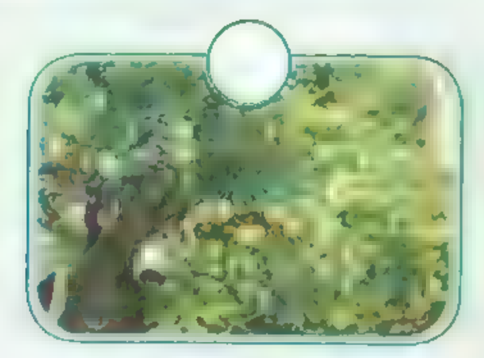
Complete:

1. From the advantages of water pump technology is people can now earn more .... from ....
2. In the past they use .... in the oasis to get water.
3. Nowadays, we use .... to pump fresh water through pipes.
4. More people prefer electric water pump, because it pump fresh water .... than shadoof.

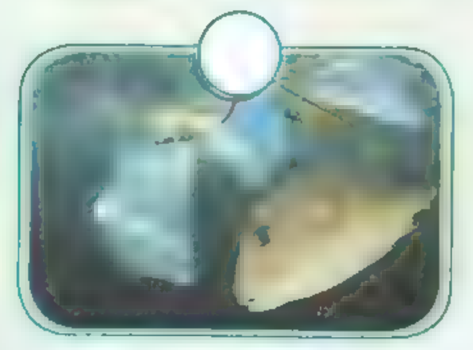
- **Parents' tips:Activity (2) :** Help your child identify the impact of modern water pump technology on the community, then let him/her complete the sentences.
- **Aim:** Communicate the environmental needs of a local community.
- **Subject integration:**
  - **Science:** Explain the role of society in the development and use of technology, with support.
  - **Social Studies:** Describe how an event, person, or institution from the past contributed to developing the local community (such as heritage industries, local businesses, architecture, place or street names, and so on.
- **Life skills:** Collaboration - Communication - Reading.

Decisions and Choices

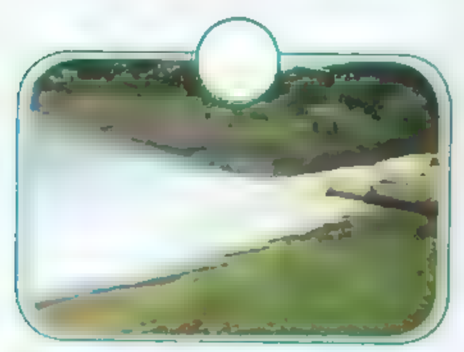
Tick (✓) the helpful decisions and (x) the negative decisions:



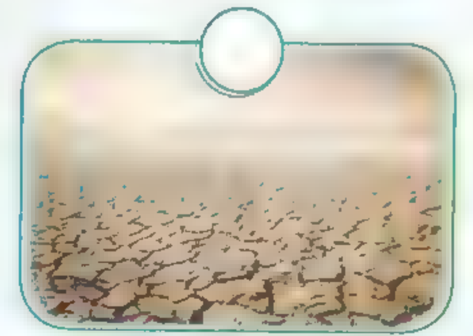
We plant trees.



We throw the trash in the aquatic environment.



We buy new fresh water pump.



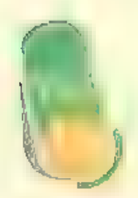
We don't irrigate plants.

We buy recycled wastes.

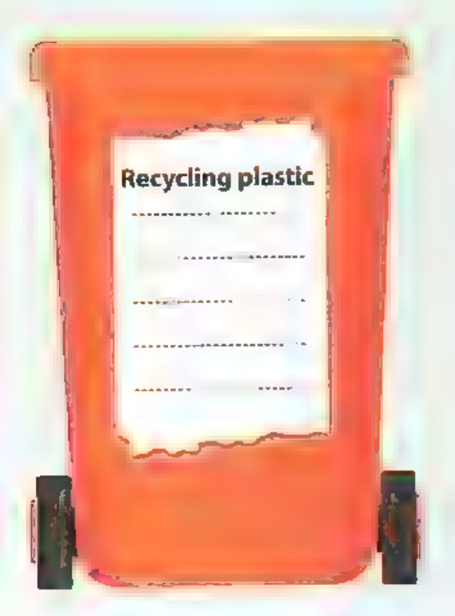
Note

Decisions we take may hurt or help the environment. So, we need to be aware of our choices.

- **Parents' tips: Activity (3):** Help your child tick (✓) the good decisions that help and protect the environment and tick (✗) the bad decisions that harm the environment.
- **Aim:** Explain how people can help, protect or hurt the environment.



Sort the given items in the shown recycling trashes according to their types:



Newspaper

Nails

Plastic train

Foil paper

Plastic water bottle

Metal toy

Carton box

Tin

Paper

Can

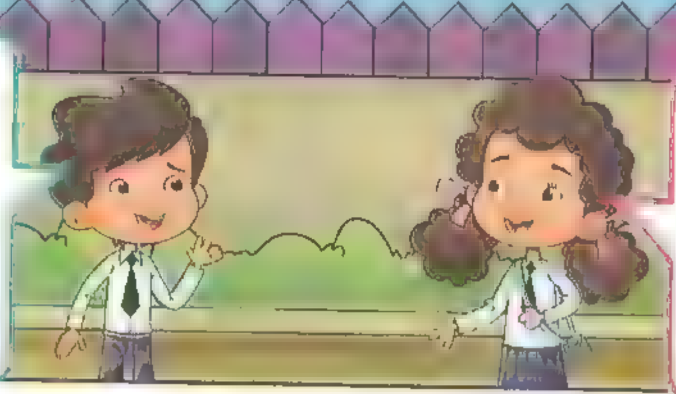
Notebook

Plastic cup

- **Parents' tips: Activity (4):** Assist your child to protect his/her environment by recycling the trash according to its type.
- **Aim:** Explain how people can help, protect or hurt the environment.
- **Subject integration:**
  - **Social studies:** • Identify opportunities for student participation in local or regional issues.
    • Explain why people must make economic choices.
  - **Science:** Determine recycle of metal, plastic and paper to protect environment.
  - **Economics and Applied sciences:** Classify the types of economic decisions that individuals and families make.
- **Life skills:** Decision Making - Critical Thinking Accountability.

Advantages and Disadvantages

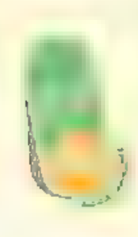
Activity 1 **Read, then answer:**



Tick (✔) :

- Which opinion do you recommend in posting a camera in your school?

◯ Ramy. ◯ Sally.



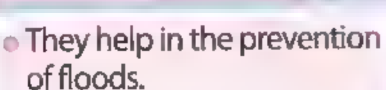
Parents' tips: Activity(1): Help your child read the story to know the advantages and disadvantage of using the camera technology, then discuss with him/her about his/her opinion of setting up a camera at his/her school, then answer the question.

Aim: Describe how technology has contributed to environmental protection.

- **Subject integration:**
  - **English:** Read and understand texts.
  - **Science:** Explain the advantages and disadvantage of using the camera technology.
  - **Social studies:** Identify opportunities for student participation in local or regional issues.
  - **Information and communication technologies:** Explain how digital technologies can improve and develop how we live and work.
- **Life skills:** Communication - Respect for diversity - Reading.

Technology and Floods

Read about advantages and disadvantages of technologies we use to prevent flooding.



Advantages		Disadvantages
• They help in the prevention of floods. • They help in generating electricity without causing pollution.		• They damage natural habitats of large number of plants and animals.
• They help in reducing the harmful effect of flood. • The bags and sand are cheap and available.		• They have a short life and can be easily damaged because they interact with the sun and weather factors.
• They help removing flood water from rivers to move away from city area. • Don't affect the river ecosystem.		• If water levels continue to rise, canals may also flood.

Tick (✔):

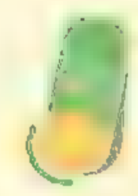
1. What is the best technology used to prevent flooding in Egypt?

   ◯ Dams ◯ Sandbags ◯ Canals

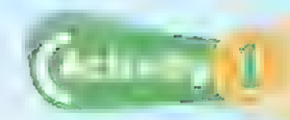
2. Do you think the camera technology can be used to prevent or respond to flooding?

   ◯ Yes ◯ No

- **Parents' tips: Activity(2):** Assist your child know the advantages and disadvantages of technologies that we use to prevent or respond to flooding, then let him/her answer the questions.
- **Aim:** Describe how technology has contributed to environmental protection.
- **Subject integration: - English:** Read and understand texts.
  - **Science:** Describe the advantages and disadvantages of technologies used to prevent flooding.
- **Life skills:** Communication Collaboration - Reading.



Coding



Complete the path using directions to help the robot reach his spaceship:

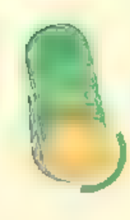
Directions code:

2 →, 1 ↓, 3 →, 4 ↓, 2 →, 4 ↓, 1 →

Note

Code: is a series of steps called "algorithm" in special language that machine "robot" can understand.

- **Parents' tips: Activity(1):** Help your child complete the path of the robot to help him reach his spaceship by using direction codes.
- **Aim:** Learn the basic concept of using codes.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
  - **Science:** Explain the role of society in the development and use of technology.
- **Life skills:** Critical thinking - Non-verbal communication.

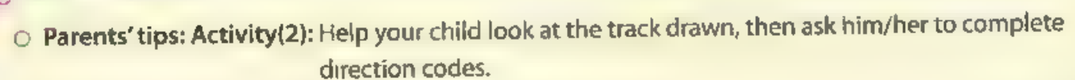


Activity 2 Look at the track drawn, then complete the directions code:

Directions code:

1 →, 1 ↑, 3 → ....

....



- **Parents' tips: Activity(2):** Help your child look at the track drawn, then ask him/her to complete direction codes.
- **Aim:** Learn the basic concept of using codes.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
  - **Science:** Explain the role of society in the development and use of technology.
- **Life skills:** Critical thinking - Non-verbal communication.

Look at the maze, then choose the suitable code:

1 Help the mouse to reach cheese.

☐ → ↓ → → ↓ → →

☐ → ↓ → ↓ → → →

☐ ↓ ↓ → → ↓ → → →

2 Help the fish to reach his son.

☐ → → ↓ ↓ → →

☐ → → → ↓ ↓ →

☐ ↓ → → ↓ → →

3 Help the dog to reach his house.

☐ → ↑ ↑ → → → →

☐ → → ↑ → → → ↓

Let's try another code to help the dog.

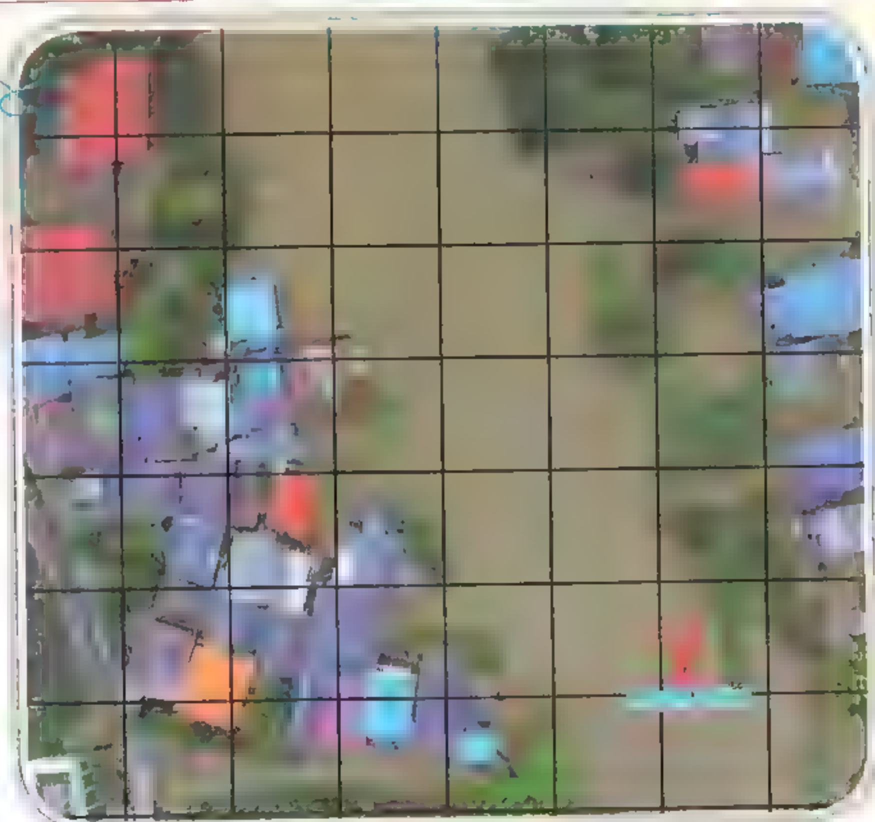
....

- **Parents' tips: Activity(3):** Help your child look at the maze, then choose the correct directions to reach the goal.
- **Aim:** Describe how patterns are used in computer codes.
- **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
- **Life skills:** Critical thinking - Non-verbal communication.

Scanning a Flood Zone

Write code to instruct the camera to fly over the target area using the given directions in any order:

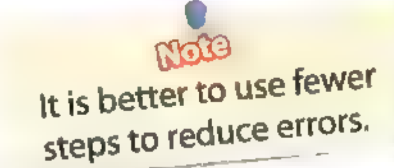
Start point



The code is:

....

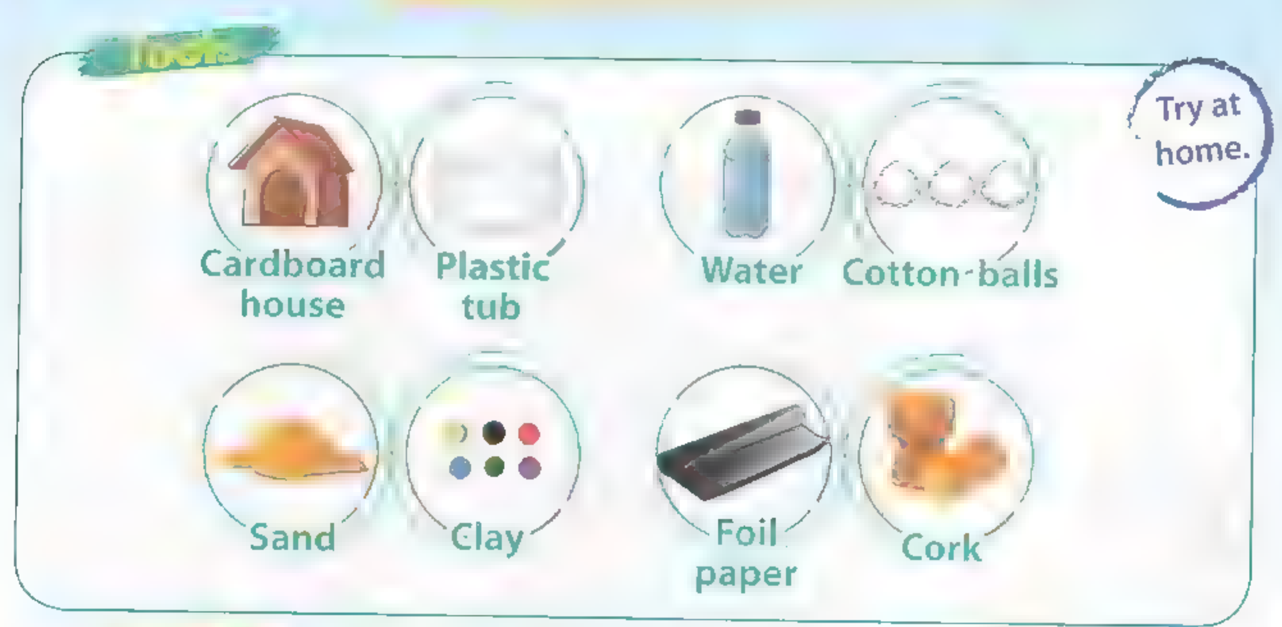
....

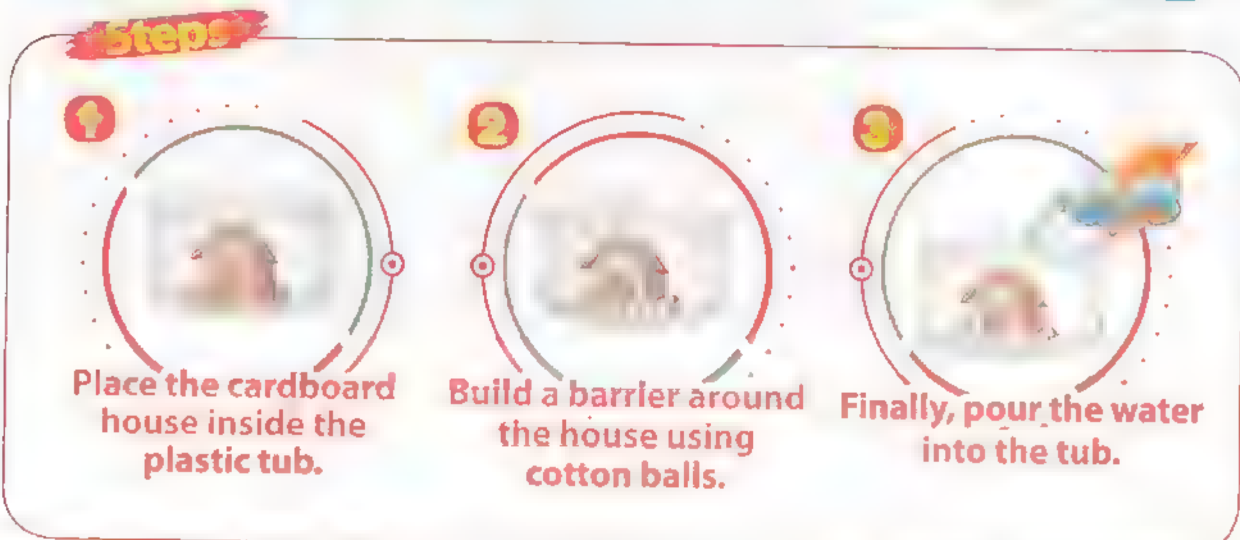


- **Parents' tips: Activity(4):** Encourage your child write a code to instruct the aerial camera to scan the flooded area shown below to help us see how much damage there is.
- **Aim:** Describe how technology has contributed to environmental protection.
- **Subject Integration:**
  - **English:** Ask and answer questions to demonstrate understanding of a text.
  - **Science:** Explain the use of aerial camera technology in scanning area that is flooded.
- **Life skills:** Critical thinking - Non-verbal communication.

Engineering Design Process

Let's do an experiment to build a barrier to stop the water flood reaching a house.





- **Parents' tips:** Assist your child to read the experiment steps of building barrier to stop the water flood reaching the house by testing different materials, then let him/her decide which materials stop water the best.
- **Aim:** Collaborate to create effective flood barriers.

Observation

Tick (✓):

* Are cotton balls able to prevent water from reaching the house?

◯ Yes, it was a good barrier.

◯ No, it needs to be improved.

Do you know?
"Improve", is to develop or produce something to be better.

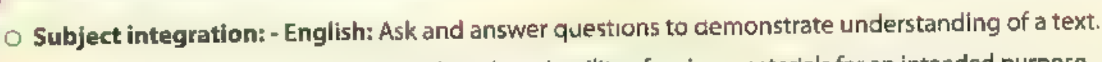
Draw / Plan

"Draw a blue print for your flood barrier"

Conclusion

By testing other materials, which one stop water best?

◯ Sand ◯ Foil paper ◯ Clay ◯ Cork



○ **Subject integration:** - **English:** Ask and answer questions to demonstrate understanding of a text.
- **Science:** • Analyze the suitability of various materials for an intended purpose.
• Explain the importance of engineering design process.

○ **Life skills:** Collaboration - Self-management.

* Using "**Engineering design process**" build another flood **barrier** to save your house.

Idea

Make a barrier to prevent flood

Materials

Plan

Build

Test

Improve

Tick (✓)

◯ The barrier is perfect.

◯ The barrier needs to be improved by using other materials.

Share !

Write a letter to your teacher telling him/her about your design:

Dear, ...

....

....

....

....

Self-assessment

Tick (✓) the learning outcomes you have learned through the chapter:

- ◯ Describe impacts of flooding on a local community.
- ◯ Identify ways that impact the local community through volunteering.
- ◯ Identify flood prevention methods.
- ◯ Explain how people can protect the environment.
- ◯ Identify advantages and disadvantages of technology.
- ◯ Use coding to create a drone scanning map of flooded area.
- ◯ Create effective flood barriers.
- ◯ Test performance of flood barrier.
- ◯ Communicate learning to community.

Guess Who?

1	2	3	4	5	6	7
A	C	E	F	H	K	L

8	9	10	11	12	13
O	R	T	U	W	Y

Using the codes above, uncode the following:

___ ___ ___ ___   ___ ___ ___ ___   ___ ___ ___ ___
10 5 3 13   10 1 6 3   2 1 9 3

___ ___   ___ ___ ___   ___ ___ ___ ___ ___ ___
8 4   8 11 9   5 3 1 7 10 5

The volunteer is the ....

Thank you !

Help Sally to complete the figure using directions code:

A											
B											
C											
D											
E											
F											
G											
H											
I											
j											

Directions code :

A ➡ 4 →, 2 ■, 5 →

B ➡ 4 →, 1 ■, 1 ■, 5 →

C ➡ 3 →, 4 ■, 4 →

D ➡ 3 →, 1 ■, 1 ■, 1 ■, 1 ■, 4 →

E ➡ 2 →, 6 ■, 3 →

F ➡ 1 →, 2 ■, 1 ■, 2 ■, 1 ■, 2 ■, 2 →

G ➡ 1 →, 8 ■, 2 →

H ➡ 2 ■, 1 ■, 2 ■, 1 ■, 2 ■, 1 ■, 2 ■

I ➡ 4 →, 2 ■, 5 →

J ➡ 4 →, 2 ■, 5 →

Ongoing Assessment Booklet

2023

Primary 3

First Term

Content

Theme 1: Who am I?

Living Healthy

Making a Stronger Me 5

Making a Healthy Body 13

Get Fit with Healthy Eating 21

Theme 2 : The World Around Me

Taking Care Of Our World

When Habitats Change 31

Water, Water Everywhere 39

How Can I Help? 47

Who AM I?

Living Healthy

Chapter 1
Making a Stronger Me
Chapter 2
Making a Healthy Body
Chapter 3
Get Fit with
Healthy Eating

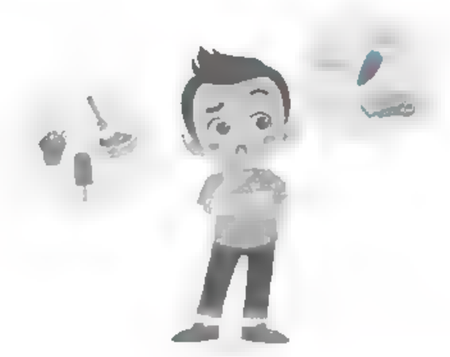
CHAPTER
1
"Making a Stronger Me"
Sorry
Content
4 "Assessment sheets" for more practice.
An activity "Project".
"Assess Your Progress"

Sheet 1

Tick (✓) the life skill(s) used in each of the following situations:

- ☐ Empathy
- ☐ Problem-solving
- ☐ Critical thinking

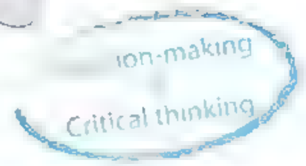
- ☐ Decision-making
- ☐ Critical thinking
- ☐ Communication



- ☐ Decision-making
- ☐ Critical thinking
- ☐ Collaboration

- ☐ Empathy
- ☐ Self-management
- ☐ Collaboration

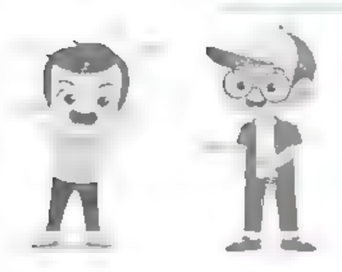
Sheet 2



Answer the following:

- Hany is a student in grade 3. He likes to study math and computer. He spends his free time learning about computers and how they were made.
- Hany's future job will be ....

- Laila is a nice girl. She likes the blue color. All of her clothes are blue. So, one day her mother told her that she has to buy clothes with different colors.
- Laila will choose the .... dress.



- Adam is a mean boy. He is always fighting with his friends. While, Karim is a nice boy. He is kind and helpful to everyone.
- Which one of them will be a good friend for you?

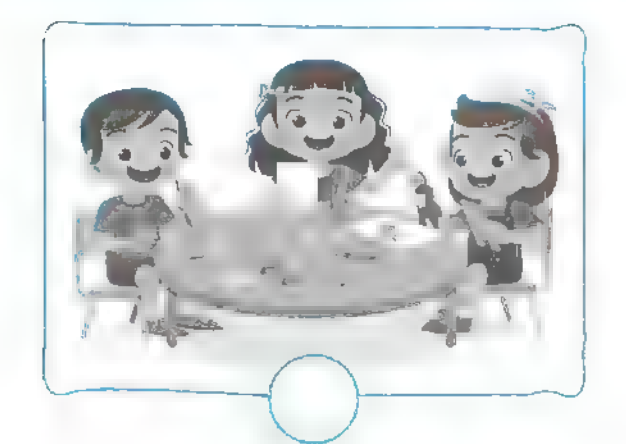
....

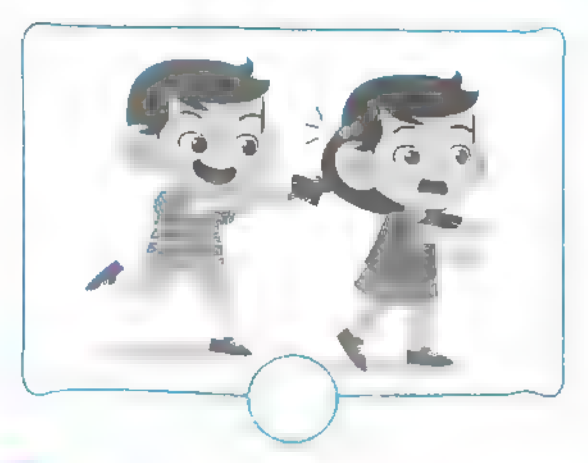
- A group of classmates were assigned to make a commercial for a new product that guides the customer to the best decision.
- Which life skills did they used to make this commercial?

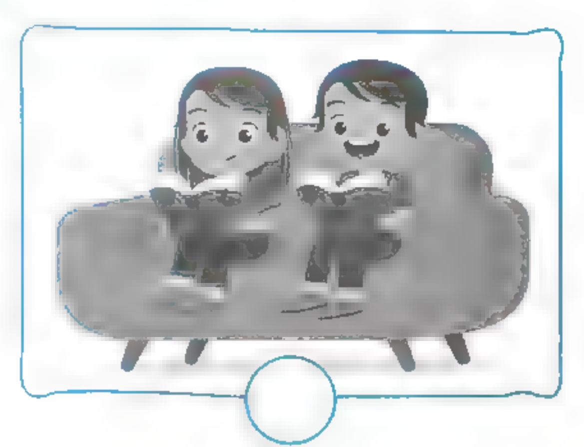
....

Sheet 3

Tick (✓) the actions that show collaboration:







Make a search to know when the "Earth Day" is. And how to keep our Earth safe & clean, then write a pledge.

I pledge to help our EARTH by...

Signature

Date: .... / .... / ....

Project

Build a team and work collaboratively using the selling strategies you have learned to brainstorm ideas for your product's commercial.

Team members

- **Member 1:** ....

  Task: ....

  ....

- **Member 2:** ....

  Task: ....

  ....

- **Member 3:** ....

  Task: ....

  ....

- **Member 4:** ....

  Task: ....

  ....

Our Commercial

- **Product's name:** ....

- Describing the facts in our product:

  Our product has ....

  ....

  ....

- The selling strategies we will use in our commercial:

  We will ....

  ....

  ....

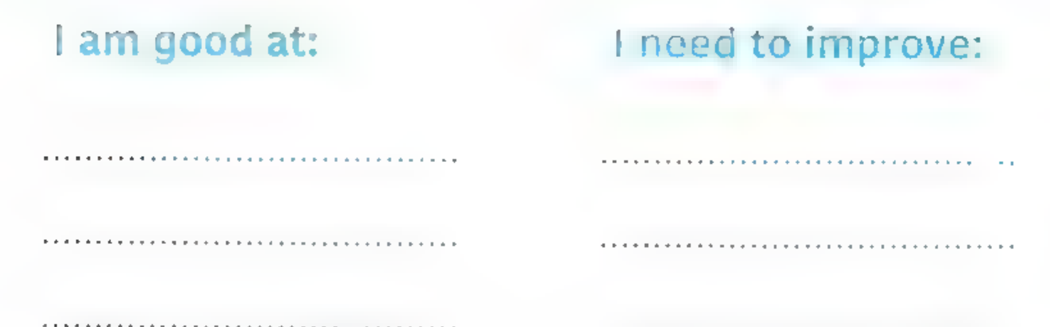
- **Draw your product:**

Assess Your Progress

* I understand my work.

* I understand most of my work.

* I need help, please.



I am good at:

....

....

....

I need to improve:

....

....

....

Teacher's comment

....

....

....

....

CHAPTER 2

"Making a Healthy Body"

Content

- 4 **"Assessment sheets"** for more practice.
- An activity **"Project"**.
- **"Assess Your Progress"**

Sheet 1

Tick (✓) the correct answer:

1. Skin is a/an .... body part.

   ☐ seen ☐ unseen

2. Skin is the .... organ in the human body.

   ☐ smallest ☐ largest

3. Skin keeps the temperature of our bodies ....

   ☐ constant ☐ variable

4. From the functions of the skin organ, is protecting the body from harmful sunrays.

   ☐ True ☐ False

5. Sunscreen protects our skin's color due to the production of ....

   ☐ saliva ☐ melanin

6. We must keep our skin healthy by .... exposure to harmful rays.

   ☐ avoiding ☐ allow

Sheet 2

Tick (✓) the correct answer:

1. Your muscles and .... work together to make you move.

   ☐ heart ☐ bones

2. .... connect(s) muscles with bones.

   ☐ Tendon ☐ Veins

3. What is the soft organ that the skull protects?

   ☐ Ear ☐ Brain

4. .... bones protect the heart and lungs.

   ☐ Ribcage ☐ Skull

5. Bones make up your ....

   ☐ skeleton ☐ muscles

Sheet 3

Tick (✓) the correct answer:

1. The process that changes the food we eat into simpler parts, is called ....

   ☐ circulation ☐ digestion

2. Our food contains more nutrition that must be broken to provide us with energy.

   ☐ True ☐ False

3. Digestion process starts in ....

   ☐ mouth ☐ stomach

4. After you swallow, ... push the food down to your stomach.

   ☐ bones ☐ muscles

5. Stomach is a large .... organ that helps to digest food.

   ☐ hollow ☐ muscular

Sheet 4

Tick (✓) the correct answer:

1. Heart is a muscular organ in the size of your ....

☐ fist ☐ foot

2. Heart lies between your two lungs slightly to the ....

☐ right ☐ left

3. .... organ keeps blood moving through our bodies.

☐ Brain ☐ Heart

4. The .... contracts and expands to beat on its own automatically many times per minute.

☐ stomach ☐ heart

5. .... blood returns to the heart from all body parts.

☐ Oxygen-filled ☐ Oxygen depleted

Project

Make a research about how to keep your body organs healthy "Heart, Skin, Stomach, Bones & Muscles", then use your writing skills to write few lines about each organ:

Heart

....

....

....

....

Bones & Muscles

....

....

....

....

Skin

....

....

....

....

Stomach

....

....

....

....

Assess Your Progress

* I understand my work.
* I understand most of my work.
* I need help, please.

I am good at:

....

....

....

I need to improve:

....

....

....

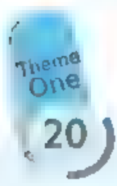
Teacher's comment

....

....

....

....



CHAPTER 3

"Get Fit with Healthy Eating"

Content

- 4 "Assessment sheets" for more practice.
- An activity "Project".
- "Assess Your Progress"

Sheet 1

(A) Tick (✓) the healthy food:

(B) Tick (✓) the correct answer:

1. Pineapple, lemon and peach are rich in vitamin ....

   ☐ C ☐ E ☐ K

2. Milk is rich in .... mineral, which is good for our bones.

   ☐ Iron (Fe) ☐ Manganese (Mn) ☐ Calcium (Ca)

3. Both eggplant and apple are rich in .... mineral.

   ☐ Iron (Fe) ☐ Sodium (Na) ☐ Calcium (Ca)

4. Carrots are rich in vitamin ...., which is good for our eyes.

   ☐ C ☐ E ☐ A

Tick (✓) the nutrition facts about the given food package:

CREAM OF CHICKEN SOUP

Nutrition Facts
2 servings per container
Serving size 1 cup

Amount	%Daily value
Calories 130	
Fat 3g	5 %
Saturated 1g + Trans	10 %
Cholesterol 10 mg	
Sodium 450 mg	19 %
Carbohydrate 18 g	6 %
Fiber 1 g	4 %
Sugars 4 g	4 %
Protein 8 g	

Vitamin A 25 %	Vitamin C 25 %
Calcium 20 %	Iron 6 %

1. What is the serving size?

☐ ½ cup. ☐ 2 cups. ☐ 1 cup.

2. How many calories are in one serving?

☐ 140 ☐ 130 ☐ [illegible]

3. The (% daily value) of Fats is 5% which is ....

☐ high ☐ medium ☐ [illegible]

4. The (% daily value) of Carbohydrates is 6% which is ....

☐ high ☐ medium ☐ [illegible]

5. The (% daily value) of Vitamin A is 25% which is ....

☐ high ☐ medium ☐ low

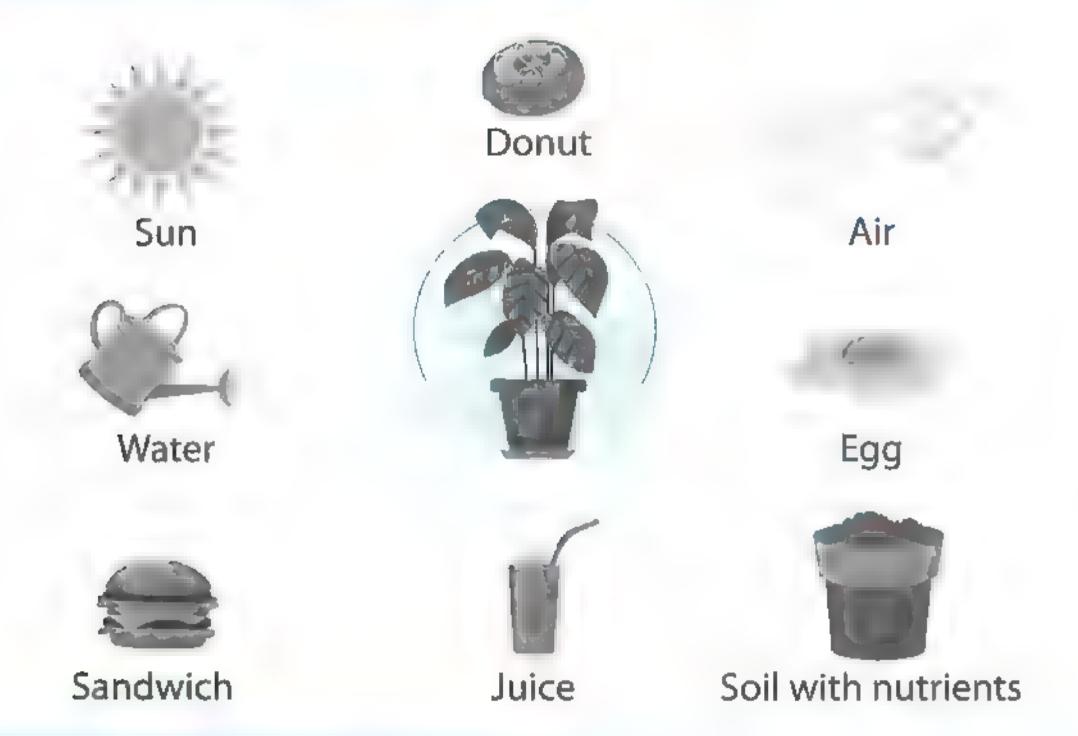
6. The (% daily value) of Calcium is 20% which is ....

☐ high ☐ medium ☐ low

7. Is this food a good choice for you?

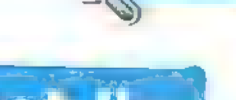
☐ Yes. ☐ No.

(A) Circle the needs of the plant:



(B) Put (✓) or (X):

1. Plants can live without water. (   )
2. We need to drink water to stay dehydrated. (   )
3. We need to drink 5 cups of water every day. (   )
4. Garlic is a white food that is rich in vitamins and minerals. (   )
5. Dried fruits are fruits without water. (   )
6. We can eat dried and processed apple anytime during the year. (   )
7. Carbohydrates make our muscles stronger. (   )



Make a research:

Our food contains a lot of nutrients, such as vitamins and minerals, which are very important for our health.

Use the internet to make a research to find:

- What will happen if we stop eating the foods that contain the mineral called "Iron (Fe)"?
- Then, make a list of the types of food that contain "Iron (Fe)".

....

....

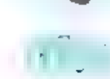
....

....

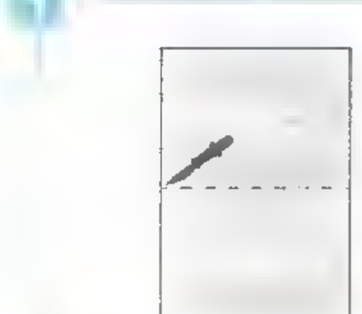
....

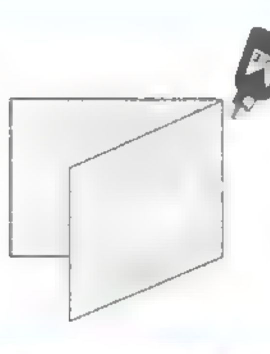
....

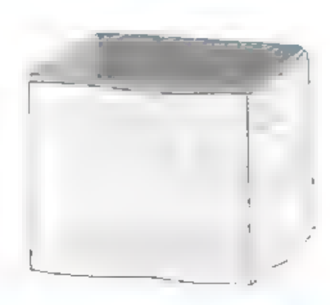
Build a container to store food



Construction paper

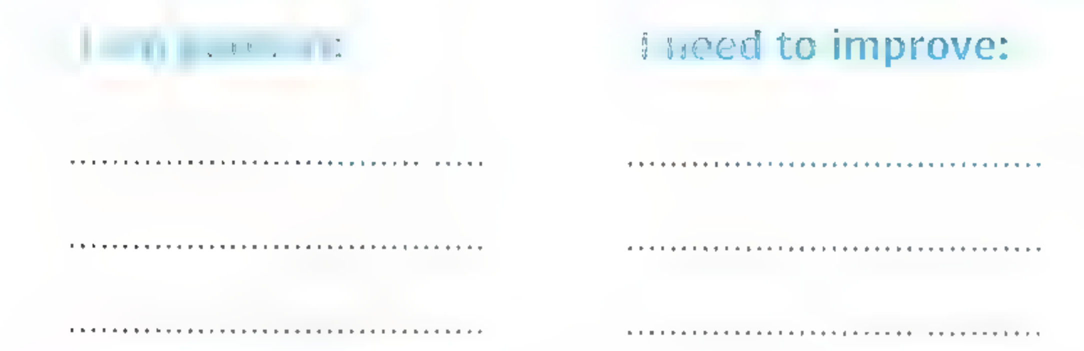






Assess Your Progress

* I understand my work.
* I understand most of my work.
* I need help, please.



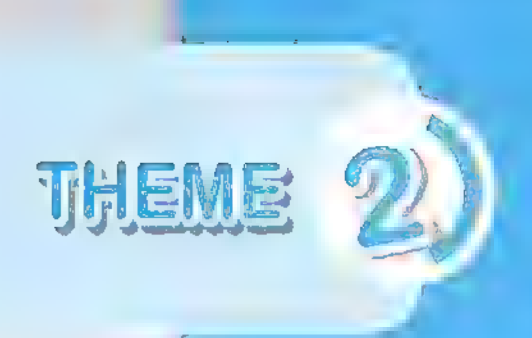
Teacher's comment

....

....

....

....



The World Around Me

Taking Care of our world

Chapter 1

When Habitats Change

Chapter 2

Water, Water Everywhere

Chapter 3

How Can I Help?

CHAPTER 1

When Habitats Change

Content

- **4 "Assessment sheets"** for more practice.
- An activity **"Project"**.
- **"Assess Your Progress"**

Sheet 1

Tick (✓) "True" or "False":

1. Habitat such as rainforest contains living organisms only.

   ☐ True ☐ False

2. Antarctica is located at south-west direction.

   ☐ True ☐ False

3. In each habitat the living organisms must meet their basic needs.

   ☐ True ☐ False

4. Organism is a creature such as plants and animals usually needs basic needs to survive.

   ☐ True ☐ False

5. Floods, droughts and fires are harmful natural disasters.

   ☐ True ☐ False

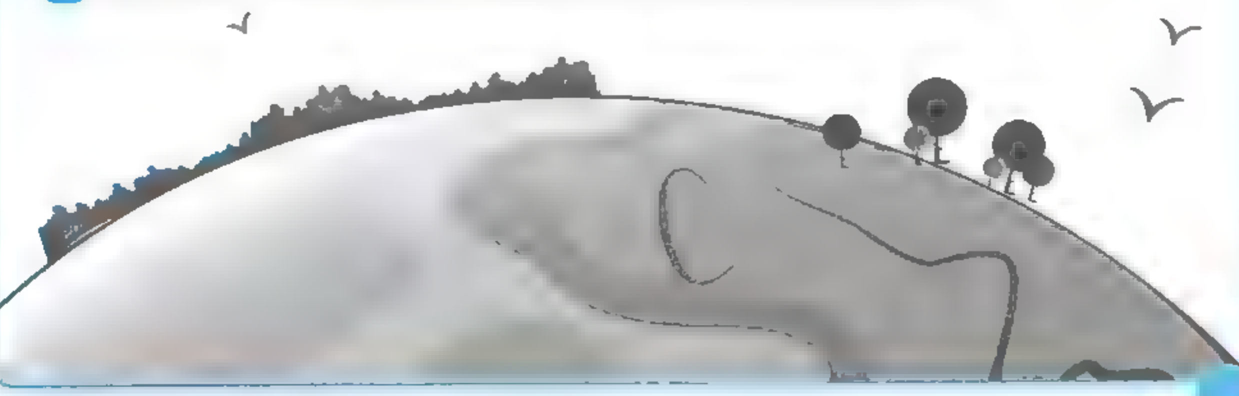
6. Continent is a very small continuous area of land that includes countries.

   ☐ True ☐ False

Complete using the given words:

Equator - white fur - Effect - Southern - Giraffe - warm - decreases - elephant

1. Polar bear lives in polar habitat because it is covered with .... to keep it ....
2. .... and .... can live in Africa continent.
3. .... is the change that happens as a result of a cause.
4. .... is an invisible line that divide the world into 2 halves (Northern & Southern hemispheres).
5. Pollution .... the number of animals population.



Sheet 3

Tick (✓) the correct answer:

1. It has two types tropical and temperate. "..............."

   ☐ wetland ☐ grassland

2. .... could live on land and in water.

   ☐ Whales ☐ Salamander

3. When the basic needs are not found, the living organisms tend to .... the habitat.

   ☐ stay in ☐ leave

4. .... is 3-dimensional and spherical shaped model like Earth.

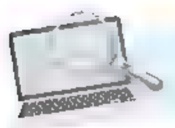
   ☐ World map ☐ Globe

5. When we take a big decision or fix a problem we must ....

   ☐ be selfish

   ☐ respect different points of view

Sheet 4



Make a research:

A habitat is an environmental area that is inhabited by particular species of animals, plants or other types of organisms and there are many different types of habitats, including Rainforest, Wetlands, Deserts etc.

Choose a habitat, then use the internet to make a research to find:

* Animals and plants found there and the unique characteristics of this habitat for their survival.

* The effect of pollution on it.

....

....

....

....

....

....

Project

African Savanna diorama

Tools:

1. Shoe box.
2. Construction pieces of paper (brown, green, orange, black)
3. Crayons.
4. Scissors.
5. White glue or glue gun.

Steps:

1.

[illegible] the colored construction pieces of paper.

2.

Draw or [illegible], then color and cut them out.

3.

Add [illegible] pond, trees, rocks?.

4.

Make a tree and grass as shown.

5

Start sticking the animals.

6

Add more animals and trees.

African grassland habitat

Assess Your Progress

* I understand my work.
* I understand most of my work.
* I need help, please.

I am good at:	I need to improve:
....	....
....	....
....	....

Teacher's comment

....

....

....

....

CHAPTER 2

Water, Water Everywhere

Content

- **4 "Assessment sheets"** for more practice.
- An activity "**Project**".
- **"Assess Your Progress"**

Sheet 1

(A) Complete using the given words:

Snow - water - sky - electricity - cloudy

1. The surface of our planet is covered by almost ¾ of ....
2. The falling water can help producing ...., like at Aswan High Dam.
3. Condensation process causes a .... weather.
4. The evaporated water returns back to the Earth as rain or ....

(B) Tick (✓) the correct answer:

1. The climate in tropical zone is hot and .... all year.

   ☐ cloudy ☐ humid

2. The weather in Siwa Oasis is hot and dry, because it is located .... from body water.

   ☐ near ☐ faraway

3. The heavy amount of precipitation "rain" causes ....

   ☐ flood ☐ drought

Sheet 2

(A) Tick (✓) "True" or "False":

1. Climate is the condition around us over a short period of time.

   ☐ True ☐ False

2. Rain water is classified as salty water.

   ☐ True ☐ False

3. Meteorologist is a scientist who studies weather.

   ☐ True ☐ False

4. As we get close to the equator the temperature decreases.

   ☐ True ☐ False

(B) Complete using the given words:

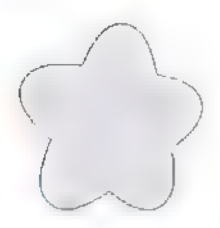
Thermometer - Fresh - Zones - Anemometer - Salt

1. The total liquid water on the surface of our planet is divided into .... water and .... water.

2. Climates can be grouped into categories called ....

3. .... is the tool used in measuring wind speed.

Sheet 3



Complete the water cycle diagram, then match:

(A)

(B)

(C)

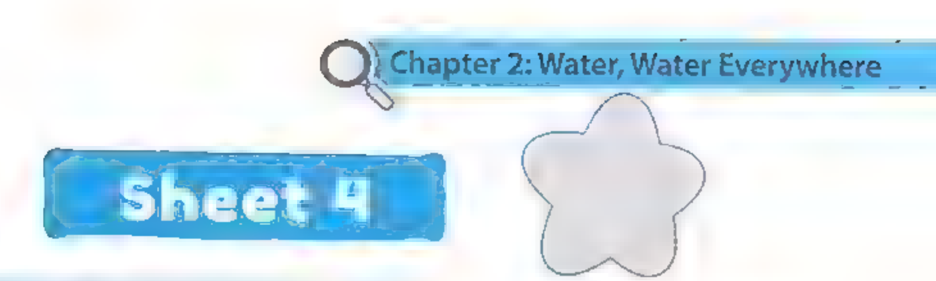
(D)

(A) .... ★ Is when the water soaks deep into ground.

(B) .... ★ Is the process which turns water into vapor "gas" by heating.

(C) .... ★ Is the process which turns vapor into water by cooling.

(D) .... ★ Is the process that happens when water droplets in clouds fall as rain.



Sheet 4

Compare between "Flood" & "Drought" using Venn diagram.

Flood

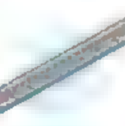
Drought

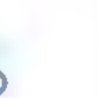
Common

Project

Make your own Rain gauge

Tools

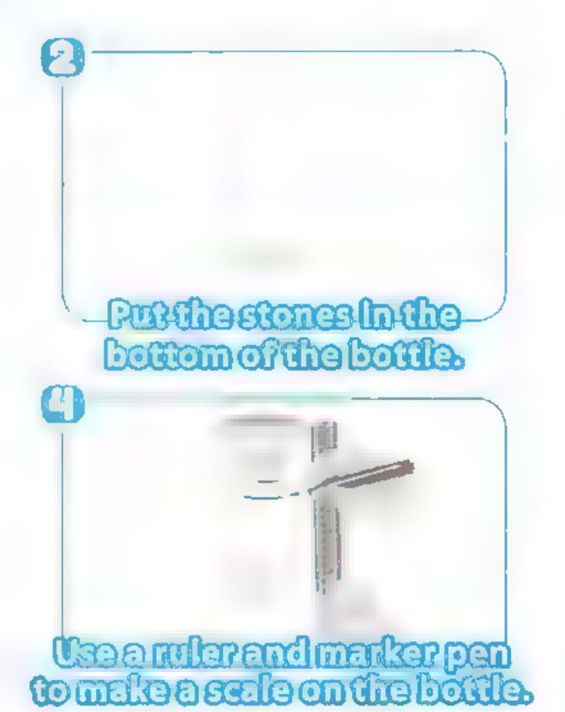




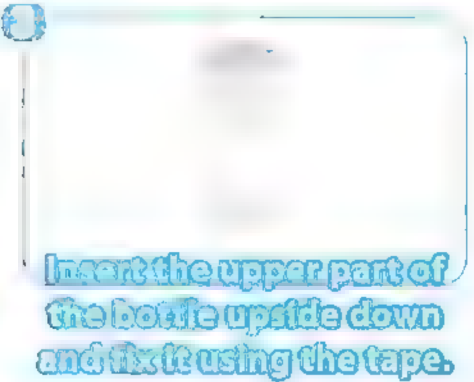
Plastic bottle · Stones · Ruler · Scissors · Tape · Marker

Steps

1. Cut the upper part the bottle.

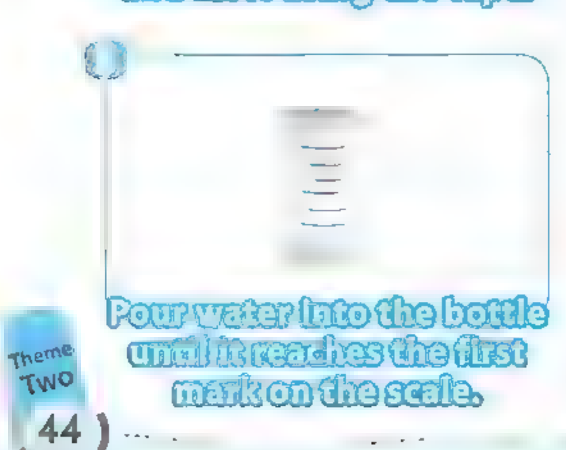


2. Put the stones in the bottom of the bottle.

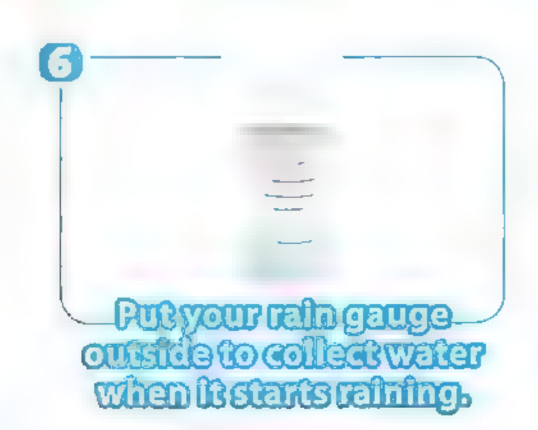


3. Insert the upper part of the bottle upside down and fix it using the tape.

4. Use a ruler and marker pen to make a scale on the bottle.



5. Pour water into the bottle until it reaches the first mark on the scale.

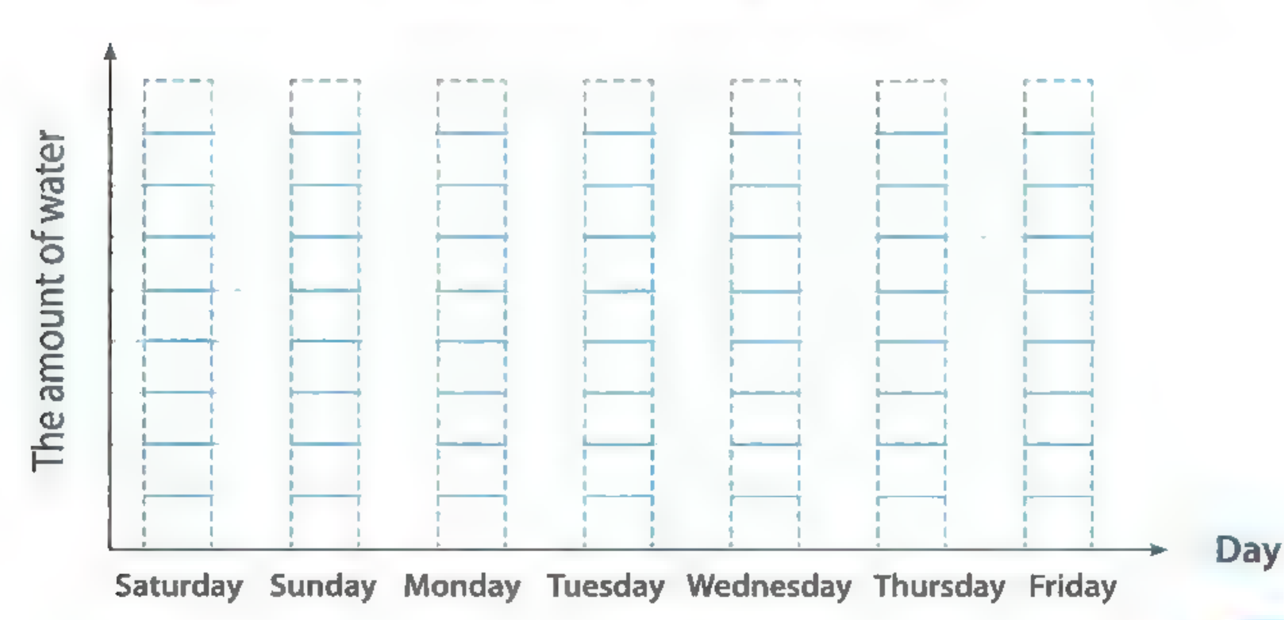


6. Put your rain gauge outside to collect water when it starts raining.

* **After the rain shower has finished, record the results.**

Day	The amount of water (mm)	Time
Saturday	....	..... : .....
Sunday	....	..... : .....
Monday	....	..... : .....
Tuesday	....	..... : .....
Wednesday	....	..... : .....
Thursday	....	..... : .....
Friday	....	..... : .....

* **Represent your data using the bar graph:**



Assess Your Progress

- I understand my work.
- I understand most of my work.
- I need help, please.

I am good at:	I need to improve:
....	....
....	....
....	....

....

....

....

....

CHAPTER 3 "How Can I Help?"

Content

- **4 "Assessment sheets"** for more practice.
- An activity **"Project"**.
- **"Assess Your Progress"**

Complete using the given words:

Dams - canals - Sandbags - Algorithm - code

1. .... help in generating electricity without causing pollution.
2. We build .... to remove floodwater from a river to move away from city area.
3. .... can be easily damaged, as they interact with the sun and weather factors.
4. A series of steps to solve a problem is called ....
5. .... is specific directions in special language that machine can understand.

Sheet 2

Tick (✓) "True" or "False":

1. Computer only does what you tell it to do!

   ☐ True ☐ False

2. Technologies help us to solve problems but sometimes they introduce new problems as well.

   ☐ True ☐ False

3. Dams are used to prevent or respond to floods.

   ☐ True ☐ False

4. Improve means to develop something to be better.

   ☐ True ☐ False

Tick (✓) the correct answer:

1. .... is the one that helps others in different activities without being paid.

   ☐ Volunteer ☐ Employee

2. The .... pulls water from low levels to higher ones in the past.

   ☐ shadoof ☐ pump

3. The good trait that must be in a good leader is ....

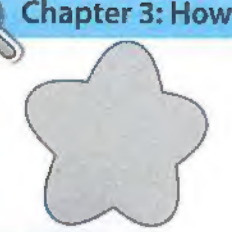
   ☐ good communicator ☐ nervous

4. We practice .... to choose our president.

   ☐ playing ☐ voting

5. Water floods are diverted to .... and sometimes they form new water bodies.

   ☐ canals ☐ streets



Sheet 4

Match each job with its positive impacts on the community:

Job	Positive impact
Civil engineer	Achieve public safety
Firefighter	Prevent floods by building dams
Police officer	Put out fires and teach us how to be safe around it

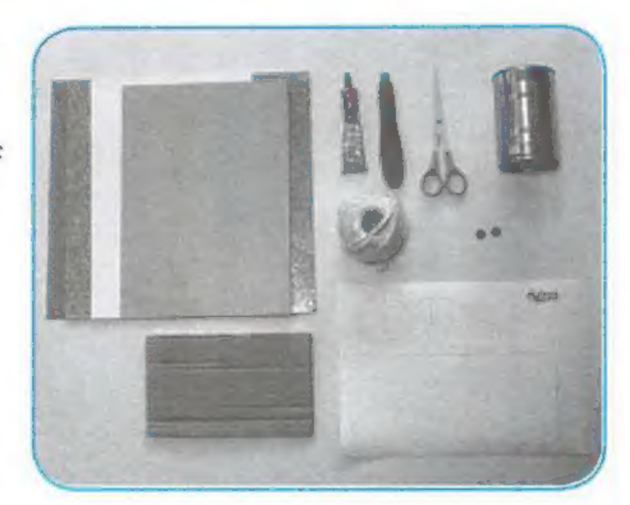
Project

Let's recycle

★ **Make a pen holder from an old tin.**

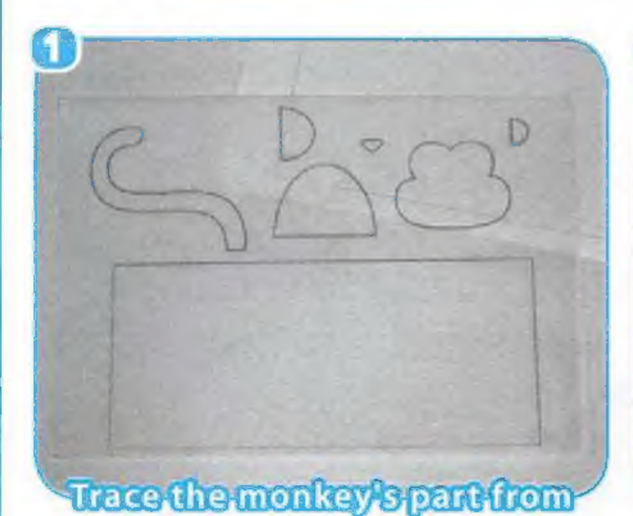
Tools:

1. Download a monkey template
2. Tin
3. Colored construction pieces of paper «Brown - dark brown - glittery brown»
4. Tracing paper, cardboard
5. Buttons
6. Glue
7. Scissors
8. String



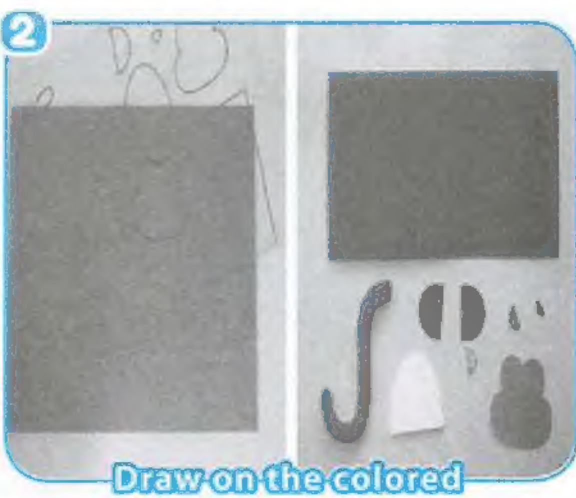
Steps:

1.

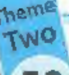


Trace the monkey's part from the template.

2.



Draw on the colored construction piece of paper, then cut them.



3

Stick the eyes and the nose.

4

Fold the ears to make flaps.

5

Add some glue on the tin, then wrap the paper.

6

Wrap the string around the cardboard, then stick it.

7

Stick the ears, the tail and the legs with glue.

"Animal pen holder"

Assess Your Progress

* I understand my work.
* I understand most of my work.
* I need help, please.

I am good at:	I need to improve:
....	....
....	....
....	....

Teacher's comment

....

....

....

....